The Journal of the National Education Association
January 1972

TODAY'S EDUCATION

The answers to some questions frequently asked by our sponsors

If you are considering sponsoring a child through the Christian Children's Fund, certain questions may occur to you. Perhaps you will find them answered here.

Q. What does it cost to sponsor a child? A. Only $12 per month. (Your gifts are tax deductible.)

Q. May I choose the child I wish to help? A. You may indicate your preference of boy or girl, age, and country. Many sponsors allow us to select a child from our emergency list.

Q. Will I receive a photograph of my child? A. Yes, and with the photograph will come a case history plus a description of the Home or Project where your child receives help.

Q. How long does it take before I learn about the child assigned to me? A. You will receive your personal sponsor folder in about two weeks, giving you complete information about the child you will be helping.

Q. May I write to my child? A. Yes. In fact, your child will write to you a few weeks after you become a sponsor. Your letters are translated by one of our workers overseas. You receive your child's original letter, plus an English translation, direct from the home or project overseas.

Q. What help does the child receive from my support? A. In countries of great poverty, such as India, your gifts provide total support for a child. In other countries your sponsorship gives the children benefits that otherwise they would not receive, such as diet supplements, medical care, adequate clothing, school supplies.

Q. What type of projects does CCF support overseas? A. Besides the orphanages and Family Helper Projects CCF has homes for the blind, abandoned babies homes, day care nurseries, health homes, vocational training centers, and many other types of projects.

Q. Who supervises the work overseas? A. Regional offices are staffed with both Americans and nationals. Caseworkers, orphanage superintendents, housemothers, and other personnel must meet high professional standards—plus have a deep love for children.

Q. Is CCF independent or church operated? A. Independent. CCF is incorporated as a nonprofit organization. We work closely with missionaries of 41 denominations. No child is refused entrance to a Home because of creed or race.

Q. When was CCF started, and how large is it now? A. 1938 was the beginning, with one orphanage in China. Today, over 100,000 children are being assisted in 55 countries. However, we are not interested in being "big." Rather, our job is to be a bridge between the American sponsor, and the child being helped overseas.

Q. May I visit my child? A. Yes. Our Homes around the world are delighted to have sponsors visit them. Please inform the superintendent in advance of your scheduled arrival.

Q. May groups sponsor a child? A. Yes, church classes, office workers, civic clubs, schools and other groups. We ask that one person serve as correspondent for a group.

Q. Are all the children orphans? A. No. Although many of our children are orphans, youngsters are helped primarily on the basis of need. Some have one living parent unable to care for the child properly. Others come to us because of abandonment, broken homes, parents unwilling to assume responsibility, or serious illness of one or both parents.

Q. How can I be sure that the money I give actually reaches the child? A. CCF keeps close check on all children through field offices, supervisors and caseworkers. Homes and Projects are inspected by our staff. Each home is required to submit an annual audited statement.

Margaret was found in a back lane of Calcutta, lying in her doorway, unconscious from hunger. Inside, her mother had just died in childbirth.

You can see from the expression on Margaret's face that she doesn't understand why her mother can't get up, or why her father doesn't come home, or why the dull throb in her stomach won't go away.

What you can't see is that Margaret is dying of malnutrition. She has periods of fainting, her eyes are strangely glazed. Next will come a bloated stomach, falling hair, parched skin. And finally, death from malnutrition, a killer that claims 10,000 lives *every day*.

Meanwhile, in America we eat 4.66 pounds of food a day per person, then throw away enough garbage to feed a family of six in India. In fact, the average dog in America has a higher protein diet than Margaret!

If you were to suddenly join the ranks of 1½ billion people who are forever hungry, your next meal would be a bowl of rice, day after tomorrow a piece of fish the size of a silver dollar, later in the week more rice—maybe.

Hard-pressed by the natural disasters and phenomenal birth rate, the Indian government is valiantly trying to curb what Mahatma Gandhi called "The Eternal Compulsory Fast."

But Margaret's story can have a happy ending, because she has a CCF sponsor now. And for only $12 a month you can also sponsor a child like Margaret and help provide food, clothing, shelter—and love.

You will receive the child's picture, personal history, and the opportunity to exchange letters. Christmas cards—and priceless friendship.

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TODAY'S EDUCATION

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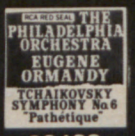

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NEWS AND TRENDS

Nader Says Big Business Evades Some Local Taxes

Ralph Nader has carried his consumer advocacy to schools. Public schools are being "victimized" by large corporations who "flout or evade" local property taxes, Nader told the Senate Select Committee on Equal Educational Opportunity. He said while school systems suffer from lack of revenue, big business escapes its fair share of the property tax burden through favored treatment and widespread underassessment. He recommended that the Senate Committee make a full investigation of property taxes.

Catholic School Enrollment Continues To Drop

Total enrollment in Catholic elementary and secondary schools in the United States has dropped below 4 million for the first time since 1954, according to preliminary data reported by the National Catholic Educational Association. Total enrollment is now estimated at 3,968,000, down from almost 4.3 million last year. Since the 1964 peak enrollment of 5.6 million, parochial school enrollment has dropped 36 percent.

Elementary school enrollment was estimated at 3,009,000—down from 3,289,000 last year. High school enrollment slipped 50,000 to an estimated 959,000. NCEA said 337 Catholic elementary schools and 129 Catholic high schools closed during last summer, leaving 10,885 in operation.

Nixon Announces High School Environmental Awards

President Nixon has announced a new awards program designed to stimulate high school students to undertake programs to protect the environment. The awards, with the theme, "Life—Pass It On," may be administered by each school in its own way. Environmental certificates of merit or excellence, with the Presidential seal, will be made available for educational, community service, and public affairs programs.

Program materials have been mailed to public and private high school principals. If a school has not received the materials, the principal may obtain them by writing the President's Environmental Merit Awards Program, Washington, DC 20460.

Educated Women More Likely To Be Employed

More than 2 out of 3 women workers have at least a high school education, and 1 out of 10 is a college graduate. Generally the more education a woman has, the more likely she is to be in the labor force, according to the Women's Bureau of the U.S. Department of Labor.

Oral Surgeons Decry School Bus Injuries

Ninety-eight percent of the 1,350 facial and dental injuries to children in school bus accidents last year might have been avoided, the American Society of Oral Surgeons has concluded. The Society said it plans to lobby Congress and local school officials for padding on the backs of the seats and other safety devices.

White Student Wins Case Claiming Discrimination

A white student has won a discrimination case in which a university was charged with giving preferential treatment to minority students. The University of Washington has been ordered to admit Marco DeFunis, Jr., a 22-year-old white

member of Phi Beta Kappa, to its law school.

In making the decision, Superior Court Judge Lloyd Shorett said he sympathized with the University's intent to enroll more minority students, but, he said, "the Constitution is color-blind." Shorett agreed with the white student's charge that he had been passed over by the University while 30 minority students with lower qualifications were admitted.

The judge advised the University that the decision was of such significance that an immediate higher court opinion should be sought. An appeal has been filed with the State Supreme Court.

College Student Loans Top Billion Dollars in Year

College students across the nation received more than a billion dollars under the Guaranteed Student Loan Program last year, the U.S. Office of Education has reported. It was the first time in the history of the program that the loan volume exceeded the billion dollar mark in a single academic year.

Four-Day Work Week May Affect Schools

If a four-day work week becomes common, the schools may have to adjust their schedules, a manpower specialist has said. Economics Professor John Wittman of Texas Tech University has pointed out that if schools did not adjust to a new work schedule, families might put pressure on them to do so. He noted that rural communities in the past set school requirements to conform with harvesting and planting times and that modern communities might set new requirements.

This past year, students in 11 small Maine towns attended school four days a week until the Christmas break as an experiment in freeing time for teacher education. For the 1,700 students, the school week extended from Monday through Thursday (each day is 35 minutes longer than in the past), and the teachers used Fridays for in-service training. After Christmas, the four-day week began alternating intermittently with the five-day week.

The experiment may save on school maintenance and busing costs, officials say. A Title III (ESEA) grant is funding the in-service training program, which is part of a larger program to individualize learning.

Bonus Plan Will Reward Parents and Teachers

A financial incentive is being offered to parents and teachers in a new bonus plan being tested in four cities this school year. Whether students will achieve more when their parents and teachers are rewarded will be determined under a $770,000 experiment of the U.S. Office of Education.

The plan is being tested at the elementary level and will measure class improvement in reading and arithmetic. Parents will be paid up to $100 per child if the child's entire class makes significant gains. Teachers will be paid up to $1,200 in bonuses for the year if their pupils make large strides in both arithmetic and reading. Schools in Oakland, California, and San Antonio, Texas, are participating in the bonus program for both parents and teachers while schools in Cincinnati, Ohio, and Jacksonville, Florida, are limiting their effort to the bonus plan for teachers.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the NEA Reporter. Members in some unified states receive Reporter news through joint NEA-state association newspapers.

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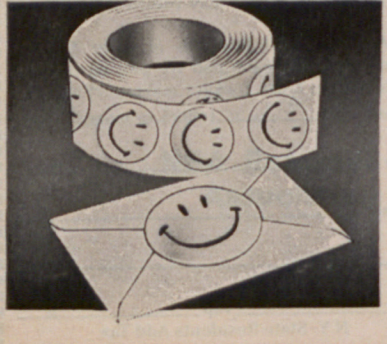

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ZIP CODE 20036

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Students Must Have Recognition

You cannot imagine my happiness in finding "Roles, Goals, and Failure" by William Glasser in your October issue!

All through high school I felt something was missing, and Dr. Glasser states well what the problem is.

The school's persistence in recognizing students only after they do the job the school sets for them is, I believe, the underlying destructive force of today's education. Modern equipment will not give students recognition or friendship.

—Christine Salerno, *student, Central Michigan University, Mt. Pleasant.*

Information on Current GI Bill

Members of NEA and local education associations could help veterans who are returning from Vietnam by volunteering time to counsel them on how to get back into education.

A major concern of the Veterans Administration is to communicate information about educational rights to returning servicemen and to help them return to school. The VA reports that students from ghetto areas have served as talent scouts to talk with dropouts, allay fears, and quicken interest. The formation of veterans' clubs, person-to-person commitment by teachers, and the use of counselors have also met with success.

The VA reminds us that all veterans who have been honorably discharged since January 1955 have the right to educational assistance under the current GI Bill, which provides direct payments to veterans while they are in school. For example, a veteran can draw educational assistance to pursue a high school diploma. If he is taking a postsecondary course of study and is in danger of failing, the VA will pay him up to $50 in any month for tutorial assistance, up to a maximum of nine months.

—Richard W. Cortright, *NEA Division of Instruction and Professional Development—Adult Education.*

Rebuttal on Co-ed Housing

Why did you permit the article "Co-ed Housing" (October) to stand without comment to the contrary?

Perhaps most co-ed dorm situations are "family" style, but weekend visitation privileges make it obvious that the only benefit is sex and more sex. Most college rooms are too small for even two to be comfortable in. So what else can they be doing if they are there 24 hours?

As for the roommate's being the one to say no, that certainly doesn't make for happy roommates. As taxpayers, I think we should not permit one roommate to be kicked out to "benefit" the other.

—Margaret McCord, *Carthage, Illinois.*

More on Coughing Incident

I feel that the consultants could have suggested a more sensible approach to the problem of the coughing students in the October "Classroom Incident."

The students had a right to cough. The teacher should have respected this right and, at the same time, respected his rights and the rights of the other students in his class. He should have made the coughing students responsible for their own behavior.

(*Continued on page* 11)

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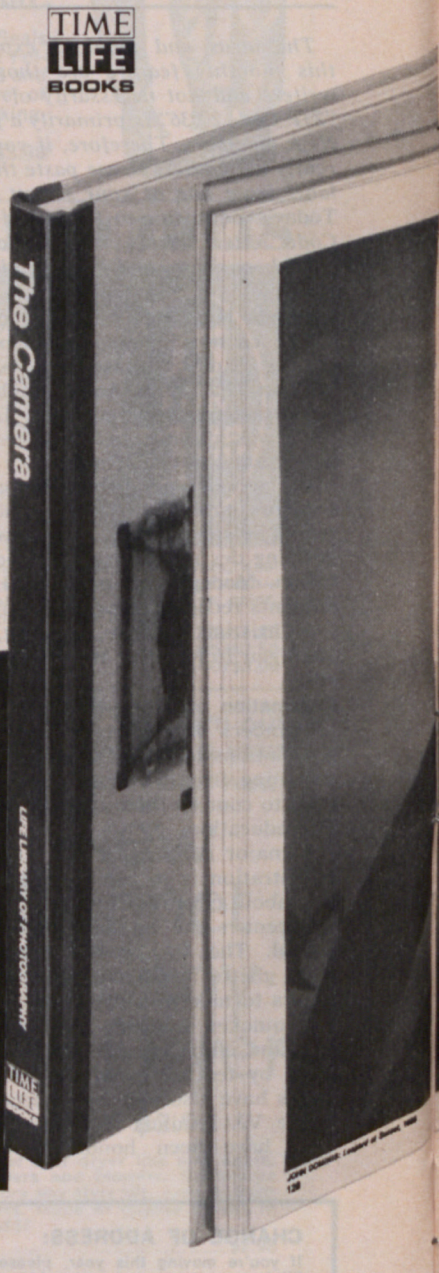

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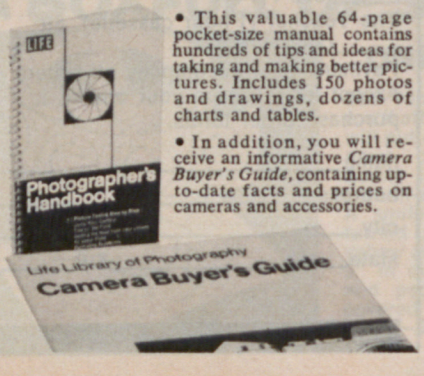

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TEACHER OPINION POLL

Instruction in the Law

The vast majority of the nation's public school teachers believe that pupils in their schools need more instruction in respect for law. Eighty-nine percent of respondents in a recent Teacher Opinion Poll indicated that they thought there was a need either for *much* more or for *somewhat* more instruction in the importance of, and respect for, law. The percentage of teachers who think that *much* more such instruction is needed has increased from 35 to 41 percent during the past five years.

In 1966 and again in 1971, the NEA Research Division asked a nationwide sample of public school classroom teachers the following question:

"Considering the pupils and the curriculum of the school in which you teach, do you believe more instruction or less instruction is needed regarding the importance of a system of laws and respect for the law?"

Respondents classified their opinions as (a) much more needed, (b) somewhat more needed, (c) somewhat less needed, (d) much less needed, or (e) undecided.

Comparative results show a shift of opinion away from "somewhat more needed" into the category of "much more needed." A slight but statistically significant increase has occurred in the total percentage of respondents checking either "much more needed" or "somewhat more needed."

	1966	1971
Much more needed	34.9%	41.0%
Somewhat more needed	51.8	47.5
Somewhat less needed	1.7	2.4
Much less needed	0.1	0.4
Undecided	11.4	8.8

The shift of opinion has taken place chiefly among elementary teachers. Four in 10 elementary teachers now, compared with 3 in 10 five years ago, believe *much* more instruction in respect for the law is needed.

	Elementary		Secondary	
	1966	1971	1966	1971
Much more needed	29.0%	39.0%	41.1%	43.2%
Somewhat more needed	55.0	50.2	48.6	44.5
Somewhat less needed	2.2	1.6	1.2	3.3
Much less needed	0.1	0.1	0.1	0.6
Undecided	13.7	9.1	9.0	8.4

—NEA Research Division.

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FOR YOUR INFORMATION

Donald E. Morrison, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Assistant Executive Secretary for Communications and Public Relations, and Publisher of *Today's Education* (NEA Journal).

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ZIP CODE (*Continued from page* 7)

If the coughers had been disturbing to the extent that they hindered the teacher's effectiveness, then he should have asked them to leave the classroom until they were able to bring their coughing under control.

To have sent students to the school nurse or to the principal because they were too ill to stay in class would have been a very logical thing to do.

—Ronald Kubota, *counselor, Helemano Elementary School, Hawaii State Department of Education, Waialua, Hawaii.*

Popular Support for 18-Year-Old Vote

In response to a letter in the November "ZIP Code 20036" (p. 12), I would like to point out that when the question of lowering the voting age was taken to the people in several states, approximately 50 percent of the referendums passed. The margin of defeat in the others was by no means decisive.

A 1970 Gallup Poll showed that about 70 percent of Americans over 21 favored an 18-year-old voting age. The Twenty-Sixth Amendment was adopted in record time because of widespread popular support for the issue.

Truly the 18-year-old vote was an issue whose time had come. Its enactment into law was an example of how our representative government brings about change in an orderly fashion.

—Rosalyn Hester, *former coordinator, Project 18/Student NEA; now political consultant, NEA Office of Government Relations and Citizenship.*

Interesting and Intelligent?

J. Kramer asks (ZIP Code 20036, November) to be taken off the NEA mailing list because "the level of your magazine does not even approach the intelligence of a seven-year-old child."

I disagree; I find the *Journal* both interesting and intelligent.

—Frank Gubala, *coordinator of music education, Millis (Massachusetts) Public Schools.*

Career Education Only?

It's great to learn, as I have in reading the statements by the U.S. Commissioner of Education (October), that whatever is wrong with the American school can be cured with "career education." Getting rid of general education, replacing it with career education, then balancing this with a college preparatory program seems to be the prescription.

But before I accept the formula, I need answers to a number of questions:

- Just what about general education has been so bad that it must be gotten rid of?
- Why must the American school curriculum be patterned—seemingly—after the Russian?
- Can we in American education afford to ignore the other facets of human education which, too, are essential to achieve each youngster's "personal fulfillment as a human being?"
- How can I reconcile this all-out emphasis on vocational or career education in this day when increasing numbers of authorities in the socioeconomic fields tell us that society is rapidly moving away from a work-oriented culture to a leisure-based one?
- In this day of increasing national concern with the preservation of the planet, does the school have a responsibility to acquaint the student with the nature of technology and its relation to the environment and to himself?
- If "all education is career education," is career education to be all of education?

At this point, I am overwhelmed enough by questions that the Commissioner's position raises to add only a final one: Who is really mixed up about the function of our nation's schools, he or I?

—Delmar W. Olson, *professor and coordinator, graduate studies in Industrial Arts Education, North Carolina State University, Raleigh.*

(*Continued on page* 13)

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ZIP CODE (*Continued from page* 11)

In discussing "Career education," Commissioner Marland urged that ". . . every young person completing his school program at grade 12 be ready to enter either higher education or useful or rewarding employment."

In the introductory statement, "general education" is dissected and disposed of because it does not meet "career" or vocational ends. How does this proposal correlate with the moans of employers of recent high school graduates: "They can't read, write, or add?"

One cannot dispute the article's statistics of college students who drop out (1 in 3), but is this for lack of career motivation, or a lack of general educational background? The latter is the criterion most colleges use in reducing large freshmen classes. What is the point of indoctrinating the early high school student into a specific job that may not exist by the time he graduates?

It would seem that the reverse of what this article suggests should be implemented—*more* emphasis on the basics of general education. In a time when the nation needs more gifted generalists, industrial arts can furnish this best by a broad knowledge of technology.

—David N. Blodgett, *eighth grade industrial arts teacher, East Garner, North Carolina, and graduate student, North Carolina State University, Raleigh.*

A Love Project for the World

Many of my fellow teachers are discouraged by today's youth. Mrs. Lorrance's Love Project (September issue) is vivid proof that, when challenged by positive and constructive means, students will respond in positive and constructive ways. However, such learning should begin when a child enters school.

I, for one, was not surprised that the Love Project worked. The reason behind its working was the spirit in which it was done—a giving without expecting anything in return! Applied on a world scale, sacrificial love might well end most of the worst illnesses of mankind—war, self-centeredness, and disregard for others' rights as human beings.

The Love Project is certainly what is needed in our world today.

—Nancy H. Musser, *elementary art teacher, Bellefonte (Pennsylvania) Elementary School.*

Who Is Education For?

After attending the NEA Convention in Detroit this past summer as an observer and Student NEA member, I wonder if the teaching profession is as progressive as it claims to be. The delegates voted on many resolutions and bylaw changes, including two major actions concerning the students.

The first (Current Resolution 71-33) stemmed from the ratification of the 26th Amendment to the U.S. Constitution. It gave an active vote of confidence in the students of this nation, on behalf of the teachers, as did the passage of the NEA Task Force Report on Student Rights and Responsibilities.

In voting on the bylaw changes, the delegates reversed their attitude. For the second time in two years, they defeated Amendment 8, which "provided for Student voting delegates to the NEA Representative Assembly according to a ratio of the Student NEA membership in each state."

I believe the students are asking for very little, and they could contribute a great deal to the teaching profession. In one or two years, most of us will be joining the United Teaching Profession. Our primary concern will be for our students. Until then, are we to be considered ignorant of the problems of education?

It is time for every educator to take a second look at how students can contribute in a meaningful way to education and to ask themselves: "Who is education for?"

—Eileen Schlauch, *president, Student New York State Teachers Association, Albany.*

TE-305

□ **Mr. Morrison:** Mrs. King, NEA's continuing resolution C-18, Human Relations Day, adopted by our Representative Assembly last July in Detroit, reads as follows:

"The NEA believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as 'Human Relations Day' in memory of Dr. Martin Luther King, Jr. The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates in all school systems to plan observances on this day that will promote goodwill among men."

Would you like to suggest ways in which schools all over the nation could make Dr. King's birthday observance a meaningful experience?

Mrs. King: Certainly I agree with the NEA's resolution. I think it's important that schools have programs commemorating January 15 as Human Relations Day in memory of my husband so that boys and girls can learn and appreciate the history of the struggles of black people for equality and justice in this country. It would be wonderful if every school could show the film, *King, Montgomery to Memphis*, which tells the story of the nonviolent movement during the period of my husband's leadership from 1955 to 1968. The film, now available through the Martin Luther King, Jr., Memorial Foundation office [140 W. 57th St., New York 10019], would help teach schoolchildren to understand more clearly the message of nonviolence. We hope to exhibit this world-acclaimed film internationally as well as nationally.

In addition, I'd like to think that maybe there would be a week of commemorative activities in the schools, during which the children would read books by and about Martin; see other films; and write essays and plays about him, the movement he led, and the kinds of changes that have come about as a result of the leadership he gave to the nonviolent movement.

Mr. Morrison: Could you tell us about the Martin Luther King Memorial Center? Its purpose, its activities, its goals.

NEA President Don Morrison Interviews Mrs. Martin Luther King, Jr.

Mrs. King: The Center is the official, family-sanctioned memorial. It is located in Atlanta, my husband's birthplace, and its site, which is in the vicinity of the Ebenezer Baptist Church, will encompass a four-block area where we hope to create a park. The house in which Martin was born, and which we will restore, as well as his crypt and the church are now on that site. We plan to build a freedom exhibition hall, as well as show filmstrips and distribute documents and photographs and paintings.

The institute for nonviolent social change which we are currently developing will be the heart and soul of the entire memorial. We plan to do serious research, identifying the forces in our society that should be brought together to continue the nonviolent process of change. We already have a library that is documenting the activities of my husband and those who worked with him. It will house his papers and the papers of other figures in the movement. We are collecting papers from other organizations as well. We have among our collection papers from SCLC, SNCC, CORE, and the Freedom Democratic Party. The library is open for scholars and students to do research.

The institute, however, will be concerned with developing projects that will deal with some current issues and problems. For instance, we feel that the emphasis on black representation in government is tremendously important in helping people see a way to bring about change nonviolently. We hope to be able to do some serious research in this area as well as to be involved in promoting larger participation of black people in our government.

Then we are also concerned with creating a teacher-training center in nonviolence to transmit skills and knowledge and to develop new strategies. For this purpose, the Center will sponsor fellowships and organize think tanks to permit exploration in depth.

And we want to promote regional Martin Luther King, Jr., centers here and abroad to study and teach contemporary applications of nonviolence. Their primary function would be the education and training of youth, particularly at the high school level, and the development of teachers to train such youths.

We are going to establish an annual Martin Luther King, Jr., nonviolence peace prize. And we plan to issue publications that record and analyze the achievements and potential of militant nonviolence; to inaugurate an annual Martin Luther King lecture series on nonviolence; and to hold public conferences, seminars, and forums for the purpose of teaching and studying techniques of personal nonviolence—that is, nonviolence as a way of life for individuals not just as a technique for social change.

Mr. Morrison: That's a very ambitious program, Mrs. King, and I am sure our nation would be better off for its realization. I want to wish you success. Would you now like to go into some other areas in which your husband's influence is being felt today?

Mrs. King: Well, I'm very much encouraged by the way in which his influence seems to be continuing through various groups. I very definitely see his influence in the peace movement—his technique of nonviolence used in large mass demonstrations.

The movement that Martin led has continued, I think, in the political arena and also in the area of more economic justice for black people.

Mr. Morrison: At the White House Conference on Youth last spring, students expressed the feeling that the teacher can help solve the nation's racial problems. What are some ways in which you think the teacher might help?

Mrs. King: I think every teacher should have an awareness of the history of black people. He should know what black people have contributed to American society, to our overall culture. If the teacher has this kind of awareness, he can teach much more objectively.

The teacher also needs to recognize that boys and girls must learn to relate to each other properly as human beings. They have to learn how to live together and how to work together. The teacher can make an effort to create situations and projects that teach them how to relate better to each other.

Mr. Morrison: What do you think schools can do beyond what they are now doing to improve human relations?

Mrs. King: Many schools could make their facilities available to communities that lack them—particularly to deprived areas that might not have, for instance, recreational facilities. And the schools could encourage staff members and students to involve themselves in recreational projects in deprived communities. In a sense, I think that schools ought to see themselves as laboratories in democracy.

We tend to segment areas of knowledge and teach students certain information without having them understand how the information is going to be of value to them. I think this is one reason why many college students have rebelled against our system of education.

Mr. Morrison: Mrs. King, what is most disturbing to you in the civil rights picture today?

Mrs. King: The thing most disturbing to me is that the leadership of this nation, and I mean our national government, has given civil rights a very low priority. There has been such a lack of response from this Administration to the kinds of demands that have been made involving basic human needs, especially of black and poor people. There has been such a seeming lack of understanding of these needs.

Mr. Morrison: Do you get much mail from students and teachers? If so, could you tell us what they say and how you respond to them?

Mrs. King: I get quite a bit of mail from students and from teachers. Many teachers write for materials about my husband and about the civil rights movement. They ask for my thinking on many issues in regard to which direction the movement is going.

Students also write for materials. Some are doing term papers. Some are working on projects. They might be studying Martin's life and have questions they want answered. Sometimes they want photographs and autographs and pictures of the family.

I regret that it is totally impossible at this time for me to comply with all of the requests. It's very costly, and I have a very small office staff. The MLK Center hopes to service such requests when we have been sufficiently funded. However, we do reproduce some materials that we can send out. We have a bibliography of books and articles by and about my husband and sometimes we have pictures to send. [See page 70 for a listing of human relations materials from a variety of sources.]

Mr. Morrison: As you know, the NEA did a little booklet on Dr. King. Would you express your feelings about it?

Mrs. King: Yes, the booklet was especially impressive, I think. The use of black and white was very good—striking. Then I liked the selection of photographs and the fact that you didn't include too much. It's a small booklet, but I thought the pictures and the text were very well done. I was very pleased with it.*

Mr. Morrison: Do you feel that blacks have made great social progress in the past few years and, if so, to what do you attribute this progress?

Mrs. King: I certainly feel that blacks have made great progress—if you go back to 1955 when the movement started in Montgomery. But I would hasten to say that the progress is not sufficient, not what it should be. I think we can attribute the progress, first, to the determination of blacks themselves to be really free and to be first-class citizens and to be accepted as such.

Second, there has been cooperation from many whites of goodwill, and at times we've had the support of the federal government. But it's been the persistence, the determination, of the blacks themselves more than anything else that has been responsible for the progress. I don't mean to boast about my husband, but I do feel that in that early period of the struggle,

*The booklet, *Martin Luther King, Jr.—Man and Teacher*, may be obtained for a minimum donation of $3 (to the Martin Luther King, Jr., Memorial Foundation) from the Center for Human Relations, NEA Center. Checks, payable to the NEA Council on Human Relations, should include an additional 25¢ per volume to cover postage and handling.

as a result of his kind of leadership—particularly because he believed in nonviolence as a way of bringing about change—we made much greater progress than we would have otherwise.

Mr. Morrison: And it seems to me that we'll have a group of young people with a fairly positive attitude about themselves. Your children will be a part of this generation. What effect do you think the civil rights movement and your participation in it has had on them?

Mrs. King: My children are certainly fortunate in that they have not experienced the same feelings of inadequacy and of inferiority that most black children feel growing up in a segregated society. My younger children know very little about the kinds of experiences their father and I had, but they *are* aware of of the fact that being black continues to pose problems. Racism is still deeply rooted in our culture, although its manifestations are not as pronounced as they once were. So blacks are not yet free to develop themselves without sometimes having to fight the problem of race.

I have said many times that if we didn't dissipate so much energy fighting this problem, we could go on and do a lot of creative things. However, I would also like to say that because a lot of people have been working for change, my children and others like them will be able to spend more time in constructive activities that will help to bring about a more human community. But in terms of real brotherhood, we have yet a long way to go. Perhaps it will be my children and the children of their generation who will lead us there.

Mr. Morrison: Since the difficulties are now more subtle, will this generation have greater expectations from society that will, in turn, create new problems?

Mrs. King: I think that in some cases there will be disappointments because they expect more. I somehow feel that my own children, even though they haven't suffered the kind of discrimination and the humiliations that I have, have absorbed an understanding of what was happening. They had a general awareness, a recognition that Daddy was out there fighting.

My eight-year-old daughter was showing me a book about her father and when she came to the section on Montgomery and the bus boycott by blacks, she said, "If Daddy hadn't helped them, they would still be standing over the seats." She also mentioned blacks and whites going to school together. She knows somehow that there was a time when this couldn't happen.

The children still have problems. They are called names at school, but they've adjusted. They've been told that the person who calls you a nigger perhaps doesn't know any better.

Mr. Morrison: That *he* has a problem.

Mrs. King: Yes *he* has a problem.

Mr. Morrison: I think there is an urgent need for your Center. Expectations will certainly be higher, and it will be a race between achieving those expectations through sophisticated skills and nonviolence and participatory government or having things spill over into violence.

Mrs. King: Yes, absolutely. We are hopeful that the institute for nonviolent social change planned as part of the Center may help decrease the level of violence in society. This is really where we need to do some serious work.

Mr. Morrison: You are aware, I am sure, of the work that NEA has done to merge black and white education associations in many states. It has succeeded in all but two, where we have had to disaffiliate the white associations. And we have adopted a policy to insure minority representation on all committees and governing bodies of our organization. From your knowledge of the NEA, what do you suggest we do to strengthen our efforts on behalf of improving human relations?

Mrs. King: What you've done is commendable, but as far as I have been able to gather, you've concentrated a great deal on the South and have not been as vigorous in enforcing minority representation at all levels in the northern communities. Until just recently in the North, you would find very few black principals. In the segregated schools for blacks in the South, all the principals were black, of course. At least the children could aspire to those positions. I'm sure there is a lot you still could do outside the South.

Mr. Morrison: Mrs. Bain, our past president from Nashville, Tennessee, will be very happy to hear your remarks on this. One of her major criticisms has been about our tendency to zero in on the South.

Your husband's dream of true equality—do you think our society is closer to attaining that dream now than when he made the speech?

Mrs. King: I certainly feel that we are. He made that speech in 1963. Since then, in 1964, we enacted into law a Civil Rights Bill, which outlawed discrimination in public accommodations and employment. Also since then we have been able to get a voting rights bill and to elect a large number of blacks to public office.

In the area of economic justice, we've made tremendous strides. Until we have complete political equality and economic justice, though, I feel we are a long way from realizing that dream my husband spoke of.

Mr. Morrison: Mrs. King, outside of the Center and your activities in relation to it, what do you see as your future role?

Mrs. King: I like to think of the MLK Center as the base of my activities. In the last year, most of my engagements have been in some way to get support for the Center. I expect to continue this effort. The development of the Center and its programs will keep me occupied for perhaps many years to come. Let me say that my children are my first priority, and the development of the Center, my second priority.

And, as I said, the institute for nonviolent social change represents the heart of the Center, so I see

(*Continued on page* 52)

FEATURE ON CHILDREN WHO PRESENT SPECIAL CHALLENGES

Specific Learning Disabilities

BETTY SMITH CLINE, *coordinator, Special Programs, Fayetteville (North Carolina) City Schools;* **BERT ISHEE,** *assistant superintendent, special education and research, Fayetteville City Schools, and NEA director for North Carolina, 1961-71.*

□ **Many thousands of American parents are seriously** concerned about the poor academic achievement of their schoolchildren. There is ample justification for their concerns.

One in 7 elementary schoolchildren (and 1 in 4 large-city elementary schoolchildren) requires special attention to keep up with his classmates in reading.

Learning deficiencies are not confined to reading or to children living in poverty. Failures are prevalent in any or all skill subjects, even among children from affluent homes. Many people are inclined to blame the child and the teacher for school failure, but reproaching them merely compounds the problem. It is far more profitable, though more difficult, to get to the root of the problem.

Psychologists, doctors, teachers, principals, and counselors are constantly looking for cause-effect relationships in learning deficiencies. Failures are commonly traced to mental retardation, emotional disturbances, educational deprivation, lack of motivation, or poor teaching.

In addition to the children whose school failures are due to the above causes, the typical classroom will contain from one to three children whose academic progress is not in keeping with their abilities, which may be superior. The cause of their poor performance springs from long unrecognized educational problems called specific learning disabilities. At least 1 in every 15 children in our nation's schools is handicapped in this way.

The child defined as having specific learning disabilities has average or above average intelligence (as indicated by individual psychological evaluation), is usually male, and often has well-educated parents. Yet handicapping conditions slow his learning processes.

A child such as this needs understanding and assistance. Unless he receives both, he may become an educational discard as have millions of others in the past. Recent developments in scientific knowledge bring new hope for SLD children (those with specific learning disabilities). The purpose of this article is to present information about these children and to suggest ways of helping them.

First, let's examine the causes of the child's condition. The young person with a specific learning disability is handicapped by neurological impairment that results in minimal brain dysfunction. A portion of his brain, or the large nerves leading to or from it, has inherent weaknesses or has been injured. As a result, the individual does not function properly in all respects. He may have difficulty seeing, hearing, comprehending, remembering, controlling his behavior, or using small or large muscles.

This child's seeing or hearing impairment differs from the common sensory impairments. For example, his vision may be 20/20, yet he will be unable to perceive minute differences in the shapes of letters and numbers. Or an audiometer test may indicate his hearing loss as zero, yet the child will be unable to perceive differences in similar sounds. Since reading involves the use of visual symbols to represent spoken sounds, minor dysfunctions of this sort make learning to read extremely difficult for the SLD child.

Damage to the brain or central nervous system may be the result of an injury, high fever, inadequate oxygen supply, or birth defects. Nerve tissues, once damaged, are not recreated as are many other body tissues. Therefore, the condition may be permanent.

In approximately one-fourth of all cases of SLD, dysfunction results from genetic conditions or delayed maturation. Whatever the cause, impairment of specific brain centers results in specific learning disabilities.

The symptoms of minimal brain dysfunction are many and conflicting. Those of greatest pertinence to teachers are behavioral in nature. The presence of one or two of the following symptoms may not be

significant, but the child who exhibits a cluster of these behaviors is in trouble.

- **Specific learning deficiencies.** The child is significantly below his expected level in reading, writing, spelling, or arithmetic.
- **Hyperactivity.** He cannot resist reacting to noise or motion; is constantly squirming or looking about the room.
- **Hypoactivity.** He sits and does nothing; is slow to react; seems not to hear what's said; has a low energy level.
- **Poor coordination.** He doesn't connect with an object when he reaches for it; is clumsy; stumbles over or bumps into objects; writes and draws poorly; has a poor sense of rhythm.
- **Attention disorders.** He has a short attention span; is a poor listener; misunderstands instructions.
- **Perseveration** (the inability to stop a task or activity even when it is finished). He is unable to shift easily from one activity to the next; shows a tendency to repeat a word or phrase; will write a word incorrectly, erase it, and rewrite it the same way.
- **Emotional instability.** He is upset by changes in routine; daydreams; displays anxiety; is destructive, aggressive, or withdrawn; has temper tantrums; is often depressed.
- **Impulsiveness.** He does the unexpected—hits or kicks another pupil, for example; walks aimlessly about; constantly seeks attention; seems unable to control his behavior.
- **Poor visual discrimination.** He has difficulty recognizing small differences in shapes and sizes of visual symbols, such as *b* and *d*, *no* and *on*, *saw* and *was;* cannot see letters in words, words in sentences, initial syllables, middle, or final syllables.
- **Poor auditory discrimination.** He finds it difficult to distinguish between similar sounds of letters, such as *p*, *d*, *g*, *e*, or words, such as *pan*, *ran*, and *man;* has difficulty articulating visual symbols.
- **Poor spatial orientation.** He cannot distinguish between up and down, over and under, inside and outside; can't tell time.
- **Poor visual or auditory memory.** He cannot put what he sees or hears into words; cannot recall sequences such as 7, 8, 9, or Tuesday, Wednesday, Thursday; cannot follow directions given in sequence.
- **Disorganization.** His desk and written work are messy. He makes foolish responses and asks inappropriate questions; is unable to relate what he sees and hears to what he has experienced earlier.
- **Confused laterality.** He cannot distinguish between right and left; does not comprehend the idea of moving from left to right in reading or writing.
- **Poor figure-ground discrimination.** He cannot distinguish a visual figure from a distracting visual background; cannot identify the subject in a complex visual field; cannot separate a part from the whole.

Poor muscle control or slow maturation are noticeable early in the child's life. However, symptoms of serious learning handicaps normally emerge only after the youngster enters school. The pupil's teacher is the first to know when the child fails to respond to regular methods of instruction. Teachers, therefore, form the first important link in the diagnostic chain.

Complete and thorough diagnosis of specific learning disabilities is an interdisciplinary task, requiring the services of the family doctor, pediatrician, neurologist, otologist, and ophthalmologist, as well as psychological and educational specialists. A medical diagnosis of minimal brain dysfunction doesn't help the teacher determine what and how to teach a child. Even so, medical evaluations are valuable in planning the educational future of SLD children.

Teachers derive greatest benefit from the behavioral approach to diagnosis as determined by a psychologist. Behavioral and functional diagnosis calls for a thorough analysis of the child's intellectual, emotional, physical, and social development; visual, speech, and hearing sensitivity; perceptual and language abilities; and his total pattern of overt behavior. The first step is to make sure that the child's intellectual, sensory, and emotional abilities make success at school possible.

Other essential data are gathered by observation and by evaluation of the subject's perceptual, motor, and conceptual abilities. These analyses are made through examination of the child's school and medical records, his family or social history, and through use of a series of group or individual psychological tests.

The evaluative specialist looks for answers to a variety of questions: What are the child's scores on the verbal and performance portions of the IQ test? If there is a significant difference in the two, what are the implications of this difference? Does the child have auditory, visual, or tactile deficiencies? Can he discriminate between similar sounds or visual symbols? Does he remember what he sees and hears? Can he express his thoughts in speaking, writing, and other motor actions? What is the level of the subject's hyperactivity or distractibility? Does he have motor dysfunction?

When the evaluation is complete, the diagnostician must translate the findings into appropriate teaching techniques and classroom practices. Only if the diagnosis identifies special needs and determines appropriate curriculum, intelligent placement, modified teaching procedures, and the wise use of instructional materials does it serve an educational purpose.

Let's take a closer look at the SLD child and his problems. A child who is neurologically impaired finds school a traumatic experience. This is especially true of the gifted child who has been successful in most early learning experiences.

The child enters school with high hopes—coupled with the usual apprehension. He soon discovers that his peers are more successful than he in learning to read, write, spell, and solve arithmetic problems.

At this point, the typical SLD child experiences serious frustration and he may employ a variety of

defense mechanisms to compensate for this failure. If the important people in his life accuse him of being lazy, nag him, or punish him when he doesn't improve, his emotional problems will increase.

Gradually, the nonlearning child develops anxiety symptoms. His peers may call him stupid, and he will likely become convinced that he is.

As his feelings of inadequacy increase, the SLD child often seeks other means of gaining success and recognition. If he is naturally hyperactive, his hyperactivity increases; if he is hypoactive, he will withdraw even further from participation and may possibly engage in stealing, cheating, and lying. Punishment for unacceptable behavior at home or at school only compounds his condition and makes solution of the real problems more difficult.

If his school environment offers the SLD child only failure, stress, and lack of understanding, he is certain to come to the point where he sees himself as incompetent, unworthy, and unwanted. He will give up on reading, writing, and arithmetic. He may also give up on his parents, his teachers, himself, and even on life. In such cases, obviously, his emotional problems will soon overshadow his physical defects.

In our attempt to understand SLD children, we must recognize that almost everyone has some kind of brain dysfunction. Some people are color blind or tone deaf; others lack coordination or a good sense of rhythm.

Learning is a complex process that must take place amid a myriad of mental activities. At any given moment, the brain has to organize more than 200 million body parts into a single, functioning organism. Inability of the nervous system to perform one or two of the activities required for learning means certain trouble. Minor dysfunction may cause distorted messages to reach the central nervous system or the motor centers of the body. Until the dysfunctions are corrected, an individual finds it difficult if not impossible to learn complex skills.

The SLD child usually has perceptual problems. He is not able to receive or to gain meaning from sensory information in a normal manner. If the child has dyslexia (inability to read well), he will likely have visual-perceptual or auditory-perceptual handicaps. If he has dysgraphia (inability to write well), he probably has poor visual perception and/or poor visual-motor controls. If he has dyscalculia (inability to calculate well), he may have poor perception of space and sequence.

Hyperkinesis is a prevalent characteristic of children with neurological impairment. Hyperkinetic children tend to have a short attention span and marked distractibility. They are at the mercy of and react to every visual, auditory, and tactile sensation.

When parents and teachers understand that each SLD child's problems result from a combination of dysfunctions, they are less likely to blame the child for his behavior and failures. Problems arise when parents feel they are at fault. This attitude is without foundation and always complicates the situation.

SLD children need understanding, support, encouragement, freedom from serious guilt feelings, and modification of their instructional programs. Parents and teachers must demonstrate their approval of and love for the child as a person, regardless of his limitations. They should recognize and praise his successes and provide abundant opportunity for him to engage in activities that he performs best.

Support, reward, and reinforcement do not have to be gushy or even vocal. A teacher may show approval by a smile, a nod of the head, or a pat on the shoulder. The most supportive learning activities are those that are self-rewarding. Every child, and especially the handicapped one, needs a series of daily, successful experiences from which *he* derives satisfaction and pleasure. The appropriate school curriculum offers *success*—not failure.

Because the child with minimal brain dysfunction lacks sufficient inner controls, he must have more than normal outer controls. He needs a highly structured learning environment with more than normal supervision. Parents and teachers must help the child understand that they will not tolerate willful misbehavior that he is able to control.

The SLD child must be helped to face reality—to realize that he has special problems that are not shared by his friends. Most important, he must learn that the path to overcoming his handicaps lies in determination, planning, and diligence.

Some SLD children need tutoring; some should be in special classes; others need special resource teachers. Those with only minor handicaps will be able to succeed in the regular classroom.

Diagnosis serves education best when it is exact enough and accurate enough to identify the specific cause of the problem. For example, if the diagnostician determines that a child is deficient in perception of spatial relationships (one of the perceptual skills essential for academic work), the teacher can plan a series of experiences designed to develop spatial concepts.

The hyperactive child presents serious social and educational problems in the classroom. Strange to say, the behavior of overactive children can sometimes be improved by use of stimulant drugs. Medication will not help a child learn to read, but it may lower his distractibility to the point where teaching becomes more productive.

The use of drugs to modify the behavior of hyperkinetic children has raised considerable attention and controversy. Of course, *only qualified physicians can legally prescribe medication.* Parents and teachers can provide information enabling the doctor to adjust the dosage. Medication must be of a continuing nature and should not be omitted on weekends and vacation periods.

Children suffering from severe maturational lag will experience almost certain academic failure unless

they have individually prescribed instructional programs in keeping with their needs. For example, a child cannot learn to speak until his nerves, muscles, vocal cords, and general intelligence have reached the readiness stage. But even if all essential components are ready, the child will not learn speech unless he *hears* speech. The quality and pattern of the speech he learns will depend on that provided by his culture.

Likewise, to expect a child to read prior to maturation of the essential parts of his nervous system is sheer folly. Efforts to teach a child before he is ready can cause serious emotional problems and give the youngster a negative attitude toward school.

Auditory, visual, tactile, and kinesthetic training, as well as motor development, fall within the reach of prescriptive teaching. Appropriate prescriptions depend on accurate identification of maturational stages within the neural network of the individual child and upon diagnosis of developmental gaps in his learning.

A multisensory approach should be used in the readiness program as a means of stimulating all possible areas of development. The starting point is at the visual-motor level at which the child is competent.

Verbally disadvantaged children require a large amount and a variety of stimuli that can be provided through a rich supply of resource materials for the child to see, hear, touch, manipulate, and experience. Perceptually handicapped children need many more repetitions than unimpaired children. They must read new words frequently before they can retain them as part of the sight vocabulary.

The distractible child, on the other hand, needs a minimum of stimuli. If the pupil is extremely hyperactive, he may require a one-to-one teacher-student relationship.

Every teacher knows that behavior that is followed by reinforcement is more likely to occur again under the same or similar conditions. SLD children need consistent reinforcement of acceptable behavior.

The President of the United States has proclaimed that the "basic ability to read is a right that should be denied no one. . . ." The sheer magnitude of the reading problem and the shattering impact of reading disability on the personal and vocational future of the child should command the highest priority of educators.

If impaired children are to develop knowledge and skills essential to productive living, educational programs must be modified. Teachers should understand the imperative need for early recognition and appropriate treatment of learning disabilities.

Educators alone, however, cannot achieve adequate programs for handicapped children. Special education is an expensive commodity. Communities have an obligation to provide the facilities and extra teaching required. Parents must understand the problems and make sure their children have the resources for overcoming disabilities in time to achieve their full educational potentials. □

CHILDREN WHO PRESENT SPECIAL CHALLENGES

The Pampered Child

LEO RATTNER, *psychologist; director, Center for Psychotherapy, Forest Hills, New York.*

□ **It is common nowadays to blame permissive upbringing** as the source of all our troubles. The concept of permissiveness, however, is rather vague. It is difficult to define permissiveness with clarity or to arrive at universally agreed on standards and meanings. Therefore, modern psychological theorists have tried to stay clear of this murky, ambiguous concept, which has always meant different things to different people. Instead they have focused on pampering as the dominant child-rearing technique of our time.

Several decades ago, the late Austrian psychiatrist Alfred Adler recognized that pampering was becoming the basic mode of interaction between parents and children in modern industrialized countries. He predicted correctly that this would produce a generation of neurotics, and subsequent events have tragically confirmed the validity of his prediction. Many Adlerians assert, and this writer tends to agree with them, that pampering and the pampered life style on which it is based, are emerging as the basic educational and psychological problems of our time.

What is pampering? The dictionary defines it as "indulging to excess," but this definition is not clear enough for our purposes. A psychological definition of pampering would emphasize two behavioral aspects. The first one involves giving the child things he does not need and frequently does not even want. We are all familiar with the child who has dozens of toys but is too bored to play with any of them. The most pernicious effect of such overindulgence lies in the fact that it makes the child a consumer rather than a producer at an early age. By giving the child too many things, we discourage him from developing a sense of challenge and the ability to respond creatively by

using his own resources.

The second and even more devastating aspect of pampering is that we do things for the child which he is able to do for himself. This is not a rigidly defined concept, and to work with it requires an understanding of the situational context as well as recognition of the child's actual capabilities.

Thus, it is perfectly all right to help a child tie his shoelaces when he is three years old. It becomes pampering when the parent performs the task for a six-year-old. To give a child some assistance with his homework during the first grades might be quite reasonable. It is pampering, however, when a parent does a fifth or sixth grader's homework. Assisting the child is justified; taking over for him becomes pampering and furthers a neurotic development.

Two basic reasons seem to account for the emer-gence of pampering as the dominant child-rearing technique of our time. One is the fact that today's children, unlike those in earlier, less complex civilizations, have no clear-cut role to play in society. Parents are confused about what to demand and expect of them. They treat their youngsters either as precocious, premature adults or as funny creatures who will remain forever on an infantile level. Rarely does there seem to be respect for the child as a maturing person who should be given increasing responsibility as he develops physically and mentally.

The second aspect is that in our materialistic culture parents are often more concerned with "making it" in society than making it with their children. Children are distinctly of secondary importance when it comes to satisfying the parents' need for status and prestige. Parents tend to give things to their children because they are emotionally unable to give of themselves. After denying children their emotional presence, parents feel guilty, and they compensate for their guilt feelings with more pampering.

In the absence of a mature, loving relationship, children become objects on which the parents can act out their neurotic conflicts. Children perceive this exploitive use and react all the more violently with constantly increasing demands for pampering. This tactic is a desperate attempt to force the parents to recognize that the child is not completely worthless. "If we can't love each other, at least let us play this neurotic game together" is what the pampered child seems to be saying by his behavior.

Unhappily, for both parents and children, the parasitic relationship of pampering is increasingly becoming the only area where the child can develop and retain a semblance of autonomy and self-respect. His strength and power resides in the fact that he can make demands on his parents and force them to accede to these demands.

The pampered life style, then, is an attitude where the child expects and demands to be pampered. Its essence is an exploiting, enslaving attitude toward the environment. It is characterized by the desire to grasp, to accumulate, to take from others but not to give of one's self.

The pampered child insists on special privileges for himself. "What can you do for me?" is the question he constantly asks the people around him, and he becomes insistently coercive when he does not get what he considers to be his due.

The basic symptoms of a pampered life style are passivity and a "gimme" attitude. Individuals possessed of such a life style are emotionally crippled. They suffer from a host of syndromes, but we find that, clinically speaking, the old labels of neuroses, psychoses, and personality disorders are becoming rather meaningless in this context. The pampered life style in my opinion is the central feature of most emotional illnesses today. Those suffering from this affliction find that their life situation is an exercise in futility.

It is realistic to assume that the child who has developed a pampered life style will bring deficiencies and problems to school. But the alert educator knows that the greater the amount of pampering in early years has been, the more of a problem child he has on his hands. In truth, the educator faces a determined antagonist who brings a formidable arsenal of weapons into the conflict that is bound to develop.

For one thing, the pampered child is generally an underachiever. He is not motivated to do productive work without getting an immediate tangible reward. His intellectual efforts are directed toward attention-getting goals. He is not interested in cooperation. Since he wants to get everything for himself, he looks upon his fellow students as competitors for the teacher's attention and approval.

Of course, no teacher is willing or able to satisfy an almost insatiable demand for attention and special privileges, and so the teacher-pupil relationship deteriorates rapidly. The pampered child engages in guerrilla warfare, using all the weapons at his command. He becomes hostile and spiteful when he does not get what he wants. He sabotages the scholastic effort by feigning dumbness and incompetence, or he may refuse to perform at all. Every technique he has learned in his struggle to exact the toll of pampering from his parents is brought to bear with iron determination on the conflict in the classroom.

At this point, the teacher must recognize that he faces a serious problem. The pampered child cannot be expected to outgrow his problems.

Unless appropriate measures are taken early, the situation is bound to get progressively worse. If the pampered child is allowed to develop a sense of failure in the scholastic area too, he will be confirmed in an all-encompassing feeling of inadequacy and worthlessness and will sink into a morass of discouragement and hopelessness from which escape becomes ever more difficult.

The pampered life style is an emotional disturbance. Treatment of its more severe manifestations must

therefore be left to the qualified professional. However, this does not mean that the teacher can withdraw from the situation and remain uninvolved. There are a few simple rules of dealing with the pampered life style, the observance of which frequently helps to ameliorate the conflicts between teacher and child.

Knowing what *not* to do is almost as important for the educator as knowing what he should do in this context. For one thing, the teacher should never become involved in a power struggle with the pampered child. Since the latter has a lifetime of training and can usually hold out longer, he is bound to win such a conflict. Secondly, the pampered child should never be criticized publicly in front of his peers. His self-esteem is already low and this can only have the effect of further damaging his self-image. And lastly, the educator should not grant the child special privileges. To do so only reinforces the pampered life style and makes attainment of the desirable educational goals of autonomy and creativity even more difficult.

What the educator can do is to try to foster the child's independence and self-reliance. The pampered child must constantly be encouraged to do what he is physically and mentally capable of doing. Successful efforts should be praised; the inevitable setbacks and failures should be treated matter-of-factly. The key is steady, quiet encouragement: "OK, this approach didn't work. So, let's try to find a new and better way."

If the teacher remains optimistic, he may be able to impart this spirit to the pampered child. By refusing to accept the twin scourges of hopelessness and despair which emanate from the pampered life style, the teacher may ultimately help to create a new climate in which a more successful and productive effort becomes possible.

At this point, it is important that we should not forget the parents who are likely to reinforce the pampered life style unless they are made aware of the problem. Parents must be educated on the harmful effects of pampering. They must be shown that pampering is a burden on both their children and themselves. Like the children, they should be encouraged to find new and better ways of interacting. Through discussions and counseling, they must be brought to the point where they can understand the challenge of education in our time and learn to seek new ways to cope with that challenge.

Ultimately, however, we are all just beginning to realize that many of our basic social institutions are in need of reform if we are to survive as a viable community. If and when such a reform comes, high on the list of priorities must be a redefinition of the role of parents and children.

We must find a new, more vital role for our children in the social process. When we learn to stop pampering our children, we will finally give them the indispensable head start which will enable them to create a more productive life for themselves and a better community for all of us. □

CHILDREN WHO PRESENT SPECIAL CHALLENGES

Intensive Care for the Academically Disabled

MOLLY BRICKMAN, *principal, and* **MOLLIE HALPRIN**, *learning disability teacher consultant, Moss Elementary School, Metuchen, New Jersey.*

□ **In December 1970, we introduced an "intensive** care" experiment at Moss Elementary School (K-5) in Metuchen, New Jersey—a program designed to meet the needs of children with severe learning disabilites. In a hospital, patients receive intensive care when their cases are critical. We based our new program on this concept. Dissatisfied with a piecemeal approach to helping disabled students, we felt we must saturate them with educational care.

We selected 12 children for the program on the basis of careful screening by classroom teachers, the learning disability specialist, and our principal. We paid no attention to IQ's, discipline problems, or home environments; the only basis for selection was stark academic need. The children selected ranged from the second to the fifth grades and from ages 7 to 11. Once we had won both parental and teacher permission, these children came every afternoon from their regular classrooms to receive intensive care in a special classroom set up to meet their needs.

Older children in this group had enjoyed only limited success over the span of their school years, although many had received help from remedial teachers. We felt it was important to help these students acquire academic confidence before leaving elementary school. Younger children in the group showed early tendencies toward academic failure.

The two big questions we are trying to answer are: Is it possible to bring disabled fourth and fifth graders into regular learning situations and if so, how soon? If we offer young children intensive individual work early, how soon will they function effectively in their regular classrooms? The following

summary is only a preliminary report.

What are the basic ingredients of intensive care? We feel that success at school means being able to read, write and figure, and to use these skills in new learning situations. Therefore, our intensive care program focuses on basic academics.

Each student works at his own level in math and reading. The learning disability specialist, who is in charge of each student's program, gives the instruction. Volunteer teacher aides explain seatwork directions and correct papers for instant feedback.

Understandably, the pupils are nervous and a little afraid when they first come into the intensive care room. But after a few days, their attitudes change from trepidation to pleasant anticipation. "What are we going to do today?" they ask.

Because each child competes with no one but himself and what he did yesterday, he experiences success every day. In fact, success is built in, and mistakes are viewed as a learning method.

The children use a variety of materials—abacuses, unit blocks, and Cuisenaire rods—as concrete aids in solving math problems. These manipulative tools make learning possible and lead to success in abstract thinking. Flash cards enable the student to master number facts in all four processes. Because the children are free to manipulate various tools to find answers, math becomes a reality.

The students also find a variety of reading materials awaiting them—dittoed pages, workbooks for math and reading, basic objects for them to handle, a slide viewer, reading puzzles, flash cards, and simple library books. These materials, of course, enable the teacher to present concepts in different ways.

Concrete experiences also enliven the reading program. Because some children cannot be reached by visual methods alone, intensive care adds auditory, tactile, and kinesthetic approaches as well.

To help children relate sounds with letters, we use sandpaper letters, plus objects starting with those letters. For example, a sandpaper letter "d," a toy dog, and the sound "d" are presented to the child simultaneously. The teacher drills with sound, toy, and sandpaper letter until the child recognizes the letter and masters its sound. Later, letters and sounds are put together to make simple words. Thus the child moves from the concrete to the abstract.

Planning is the big challenge. A child enjoys an assignment with built-in success, but the lesson must not be too easy—that would spoil it. Therefore, the teacher must offer content that comes close to the pupil's frustration point but never goes past it.

We are optimistic about the results thus far. Classroom teachers report that the children's work habits are improving; math and reading skills are slowly taking hold. In fact, some of the children in the program are doing most of the same math work assigned their classmates. We hope to help all these students toward achieving academic success. □

CHILDREN
WHO PRESENT
SPECIAL CHALLENGES

Creative Kids

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□ **In most classrooms, highly creative children are** handicapped by their creativeness and are regarded as behavior problems. Frequently, such children are diagnosed as having learning disabilities. For these reasons, I have suggested that highly creative children be designated as a new category of handicapped children in the field of special education.

Many of the behavior problems of highly creative children stem from differences between them and other children and between them and their teachers. Their learning difficulties arise from incompatibility between their abilities and learning preferences and the system of school rewards and methods of teaching.

If brought together with other creatively gifted youngsters, the chances are that they would no longer be misfits. If taught in ways compatible with their abilities and interests, their achievement might soar and their problems fade out. These things have happened in enough cases to give encouragement.

A variety of studies document the fact that creatively gifted children are handicapped in most schools as they now operate. One study showed that fourth grade pupils who were on the honor roll achieved lower scores on tests of creative thinking than did their peers who were not on the honor roll.

A similar investigation in higher education showed that college freshmen in honors programs scored lower on tests of creative thinking than their peers who were not in honors programs.

In another study, creatively gifted fourth and fifth grade children were shown to be handicapped in learning a commonly used type of programmed material in language arts. Still another study demonstrated,

A creative preprimary child may "just have to get into things."

however, that certain kinds of curriculum tasks—open-ended and difficult ones—facilitate the learning of creatively gifted youngsters more than that of their less creative classmates.

In conducting research in elementary schools, I have frequently found creatively gifted children relegated to a circle of "hopeless" children in the rear of the room to keep them out of the way, seated right next to the teacher's desk so that their every behavior can be observed and controlled, and standing in the corner or in the principal's office because of deviant behavior.

In some instances, identification of such children as creatively gifted has changed the teacher's perception of them and consequently his relationship with them. This has been a turning point in the educational careers of such children.

Tests of creative thinking ability can be useful in helping teachers and other educational workers become aware of creative potentialities that might otherwise be overlooked, but teachers need not be dependent upon tests for this purpose. At all educational levels, observable behaviors mark certain children as being highly creative.

At the preprimary and primary level, the creative child is full of the spirit of wonder and magic and is willing to attempt difficult tasks. He is testing his limits, however, and does not obsessively attempt the difficult. He is neither compulsively conforming nor nonconforming but is free to make choices in terms of what is true, right, or beautiful. Rather than learning solely by authority, he prefers to learn in creative ways by questioning, inquiring, searching, manipulating, and experimenting. He is always trying to find out how things really work.

When he learns in creative ways, he becomes completely absorbed and has a long attention span. Serious problems are likely to arise when anyone tries to drag him away from some of these absorbing activities. He has an amazing capacity to organize and reorganize things. He can tolerate disorder for a time but, if given a chance, he will soon establish his own organization. He will return to familiar things and see them in different ways and in greater depth.

The creative preprimary or primary child may insist on learning in creative ways rather than by authority and may fail to learn altogether if teachers insist that he learn only by authority in predetermined ways. Such children may hesitate to respond in class and remain silent, but nonetheless they may be making excellent use of these uncommunicative periods. The teacher who begins to take a new look at such students is always amazed at how much information they possess and how deeply they think about things.

Although many creative preprimary and primary children appear to be overactive, on occasion they can also sit still for longer periods of time than their less creative peers. At first they may be content to look at something from a distance, but quite soon they have to have a closer look, even at the risk of severe punishment. Creative children use fantasy to solve many of their developmental problems. They are terrific storytellers and can compose songs, poems, and stories charmingly and excitingly.

It is illuminating to consider the common characteristics of creative children in intermediate and junior high school grades. During this period, the creative child's independent thinking gets him into difficulty in the average classroom.

Most creative children who hold onto their creativity and do not surrender to conformity pressures have a strong self-image. They know what their capabilities and limitations are much better than do their less creative peers. Such children may appear haughty just because they are confident of their ability to perceive reality—to see that the emperor wears no clothes—and to do things that others regard as too difficult for them. Other creative children have feelings of inadequacy and unworthiness—especially those who are high in creativity but average or low in intelligence.

Creative children in the intermediate grades and junior high years may at times appear very grown-up and at other times very childlike. This seems to be almost necessary for their creativity.

They are likely to express unconventional ideas and engage in fanciful and imaginative activities. They respond emotionally and spontaneously to their environment and become absorbed and involved in it. They are at the same time more sensitive and more independent, as well as more masculine and more feminine than other children. They also show high levels of attention span, concentration, and interest.

The high energy level of most creative children in the intermediate grades and junior high school years is most noticeable. Their energy seems almost limitless. Their high curiosity and exploratory behavior continue, but by this time most of them have learned restraint, for otherwise they are in trouble. During this period, creative children tend to go all out with activities they consider worthwhile.

What appears to be a strong tendency toward disruptive and attention-seeking behavior usually stems from outright boredom or a strong desire to propose novel, divergent possibilities.

It is not difficult to see why the creative child, endowed with the characteristics discussed thus far, is severely handicapped in the average classroom. This statement is not a criticism of teachers in these average classrooms nor an attempt to arouse feelings of guilt. I sympathize with teachers regarding the problems generated by creative children. However, such problems have many satisfactory solutions, a number of which my associates and I have actually tested.

The following suggestions offer some interventions teachers may use to assist creative children at all levels of education. A teacher may—

- Help the creative child find a refuge somewhere in the system. Because of his social role, a teacher may not be able to provide this himself. To survive, however, the child must have one.

Society is very harsh in its treatment of the creative

child or young person, who almost inescapably will come into conflict with authorities in the system or establishment. He will experience frustration and must therefore have some source of encouragement and support. He must have the right to fail without being ostracized or ruined. The teacher may be unable to serve as this refuge, but he can listen and he can help the creative child find such a refuge.

• Assist the creative child in finding a sponsor or patron, especially if his family fails to understand and encourage him. It has been said frequently that wherever creativity occurs and persists, there is always some sponsor or patron who saw to it that the creative young person got a chance.

Providing such sponsors or patrons seems to be especially crucial in working with creatively gifted children from disadvantaged families. Frequently, creative individuals or families in a community are happy to become patrons or sponsors for such children.

• Make sure that the creative child's potentialities are recognized and acknowledged. Evidence strongly suggests that this is something teachers can do which makes a real difference.

Teachers can recognize and acknowledge creative potentialities in many ways. Testing programs may help, and a child's creative excellence can also be recognized in writing, art, music, science, and the like.

• Guide the creative child in understanding and accepting his divergence—his sensitivity, his capacity to be disturbed, his tendency to become involved and committed and to seek new and original solutions. Perhaps this is one of the most important ways a teacher can help such a child.

All of us suffer from infringements upon our personal freedom. No one has complete freedom, but restrictions irk us. The creative child experiences more than his share of these restrictions, and he is also likely to feel irked more frequently and intensely than most children. Since engaging in energetic behavior to change a situation helps the creative child to feel less helpless, he is likely to engage in such behavior more frequently than other children. He needs help in recognizing that his actions aggravate rather than relieve his actual state of helplessness.

Teachers must also recognize that creative children find certain kinds of misbehavior exciting. Under restrictive and dull teaching, misbehavior offers possibilities for excitement in an otherwise monotonous, despairing existence. The dangers involved in such misbehavior call for use of skills and talents that might otherwise go unused. One way to keep creative children from misbehaving is to engage them in difficult, exciting, and worthwhile activities.

• Encourage the creative child to find legitimate ways of expressing himself and communicating his ideas. If teachers at all levels of education were more accustomed to and skilled in listening to students and had more respect for their ideas, most young people probably would not find it necessary to riot, destroy, or otherwise alienate themselves from society.

Some experts on delinquency believe that the future criminal is frequently a child who has little chance to use his creative abilities in socially acceptable ways and who therefore uses his potentialities to plan and carry out an illegal act. In my opinion, the curriculum at any educational level or in any subject has possibilities for providing equally exciting and certainly more rewarding outlets for these potentialities.

Teachers cannot meet all of the special needs of creative children. This is too much to expect, and, indeed, many teachers feel that their influence makes little difference because family, community, and other agencies have such a powerful impact.

It seems to me that the kinds of interventions I have just described will make a difference in the lives of creative children, if applied, but there is much that the teacher cannot do. It may be necessary therefore, for the teacher to help creative students gain access to resources outside the classroom.

It is important for creative children to develop motivations and skills for continued learning. Librarians in the school and at the public library can be helpful in developing skills for finding out things and in sustaining motivation.

The motivations of creative children are such that they easily acquire many of the concepts and skills for doing research in the areas where their talents lie. Teachers who are not familiar with these areas will need to help children find someone who *can* teach them. (Most business, educational, and community leaders are generous in teaching creative children.)

Sponsoring creative writing clubs, dramatic groups, science clubs, Junior Great Books Clubs, and other special interest groups that children initiate is one way of meeting some of their needs in regular school programs. Such activities can be nonevaluative, with emphasis placed on the positive, constructive, growth aspects of the experience.

If there is a school psychologist, counselor, or someone else in the school system or in the community who can work with groups of parents, family resources for working with creative children may also be tapped. A PTA, a church group, a mental health organization, or the like may sponsor such activities. The role of the teacher may be to interest a sponsor in taking on an activity or service of this kind. Development of creative family relationships and teaching the skills of creative problem solving might be a new focus for all work with parents.

A teacher can help creative children establish working relationships with people in the community. Volunteer groups in the community, including senior citizen groups, professional associations, and business and industrial organizations are a rich resource for working with creative children. Such groups rarely refuse reasonable requests and frequently accept unreasonable ones. Community groups are especially effective in providing creative writing, dramatics, and dance, as well as musical and art experiences. Usually, however, it is a teacher's initiative that makes such resources available to a particular creative child. □

CHILDREN'S SCIENCE WALK

RICHARD W. FRAMKE, *principal, Jefferson School, Niles, Illinois.*

□ **In the fall of 1967, Jefferson School began a new** and different program as the result of the remodeling of our library space into a Learning Resource Center. At this point, Jefferson teachers conceived and began developing the idea of a science learning center in an outdoor area. The school had a suitable site—a courtyard, more than 5,000 feet square, created by the construction of several additions to the main building.

After many brainstorming sessions, one group of teachers evaluated everyone's ideas and suggestions and established criteria for what should be included in the outdoor area, which by this time had been labeled the "Children's Science Walk." With $200 given us by our PTA, we hired a landscape architect who worked out a design incorporating our ideas.

Our next problem was actual construction of the Science Walk. The discovery that its cost, if done by contractors, would be prohibitively high was discouraging. But a committee of parents decided that there were enough skilled persons among them to construct the Walk. One parent with engineering talent agreed to act as general contractor, and each parent who volunteered his skill was assigned a task.

Although we had volunteers who were willing to do the work, we still needed funds for the materials. So the parents organized publicity and finance committees and, with permission from the board of education, sold titles to square inches of land in the area of the Science Walk to any child, parent, or member of the community who wished to purchase a mock deed. This unusual fund raising project brought in more than $3,000. Other enthusiastic groups—including Girl Scouts, Boy Scouts, the Student Council, a mothers' Cookbook Committee, a parent theatrical group—raised the rest of the money.

After Jefferson School parents had worked for approximately two years, the Children's Science Walk was ready for the final touch—the planting of more than 200 varieties of trees, shrubs, and plants, a phase in which each child in the school took part.

Here is what our Walk encompasses:

1. An area for the study of growth of plant life, which includes a forest with examples of deciduous and coniferous plants, prairie plants and native grasses, food plants (vegetable and fruit), aquatic plants (water lilies, cattails, etc.), and flowers (both cultivated and wild).
2. A weather station, which includes devices for measuring temperature, humidity, barometric pressure, and wind velocity and direction.
3. A waterfall with pond and marsh area to teach the life chain of the pond and the physics of water power.
4. A topographical sandpit, which permits construction of villages, small cities, and geographical forms and is suitable for science, history, and social studies.
5. An aviary and large animal cages for displays.
6. A teaching station that seats a maximum of 75 children in an informal way for art classes, reading groups, and so on.
7. Specimen-display shelves to hold the children's treasures, such as flowers, rocks, shells.
8. A parent-constructed hydroelectric plant at the end of the waterfall to show the generating of electric power and, located along the miniature river, a small mill capable of grinding grain.

The Children's Science Walk is now in full use. A faculty committee is writing a curriculum guide based on Science Walk projects that the teachers and children are designing. Parents have formed a committee to maintain the Walk. A shared feeling of accomplishment nourishes a continuing good rapport between parents, teachers, and students. □

THE SEARCHING MIND

ELISABETH KUBLER ROSS, M.D., *medical director, South Cook County Mental Health and Family Services, Chicago Heights, Illinois.*

□ **People used to be born at home and die at home.** In the old days, children were familiar with birth and death as part of life. This is perhaps the first generation of American youngsters who have never been close by during the birth of a baby and have never experienced the death of a beloved family member.

Nowadays when people grow old, we often send them to nursing homes. When they get sick, we transfer them to a hospital, where children are usually unwelcome and are forbidden to visit terminally ill patients—even when those patients are their parents. This deprives the dying patient of significant family members during the last few days of his life and it deprives the children of an experience of death, which is an important learning experience.

At the University of Chicago's Billings Hospital, some of my colleagues and I interviewed and followed approximately 500 terminally ill patients in order to find out what they could teach us and how we could be of more benefit, not just to them but to the members of their families as well. We were most impressed by the fact that even those patients who were not told of their serious illness were quite aware of its potential outcome. They were not only able to say that they were close to dying, but many were able to predict the approximate time of their death.

It is important for next of kin and members of the helping professions to understand these patients' communications in order to truly understand their needs, fears, and fantasies. Most of our patients welcomed another human being with whom they could talk openly, honestly, and frankly about their predicament. Many of them shared with us their tremendous need to be informed, to be kept up-to-date on their medical condition, and to be told when the end was near. We found out that patients who had been dealt with openly and frankly were better able to cope with the imminence of death and finally to reach a true stage of acceptance prior to death.

Two things seem to determine the ultimate adjustment to a terminal illness. When patients were allowed hope at the beginning of a fatal illness and when they were informed that they would not be deserted "no matter what," they were able to drop their initial shock and denial rather quickly and could arrive at a peaceful acceptance of their finiteness.

Most patients respond to the awareness that they have a terminal illness with the statement, "Oh no, this can't happen to me." After the first shock, numbness, and need to deny the reality of the situation, the patient begins to send out cues that he is ready to "talk about it." If *we*, at that point, need to deny the reality of the situation, the patient will often feel deserted, isolated, and lonely and unable to communicate with another human being what he needs so desperately to share.

When, on the other hand, the patient has one person with whom he can talk freely, he will be able to talk (often for only a few minutes at a time) about his illness and about the consequences of his deteriorating health, and he will be able to ask for help. Sometimes, he'll need to talk about financial matters; and, toward the end of the life, he will frequently ask for some spiritual help.

Most patients who have passed the stage of denial will become angry as they ask the question, "Why me?" Many look at others in their environment and express envy, jealousy, anger, and rage toward those who are young, healthy, and full of life. These are the patients who make life difficult for nurses, physicians, social workers, clergymen, and members of their families. Without justification they criticize everyone.

What we have to learn is that the stage of anger in terminal illness is a blessing, not a curse. These patients are not angry at their families or at the members of the helping professions. Rather, they are angry at what these people represent: health, pep, energy.

Without being judgmental, we must allow these patients to express their anger and dismay. We must try to understand that the patients have to ask, "Why me?" and that there is no need on our part to answer this question concretely. Once a patient has ventilated his rage and his envy, then he can arrive at the bargaining stage. During this time, he's usually able to say, "Yes, it is happening to me—*but*." The *but* usually includes a prayer to God: "If you give me one more year to live, I will be a good Christian (or I'll go to the synagogue every day)."

Most patients promise something in exchange for prolongation of life. Many a patient wants to live just long enough for the children to get out of school. The moment they have completed high school, he may ask to live until the son gets married. And the moment the wedding is over, he hopes to live until the grandchild arrives. These kinds of bargains are compro-

FACING UP TO DEATH

mises, the patient's beginning acknowledgement that his time is limited, and an expression of finiteness, all necessary in reaching a stage of acceptance. When a patient drops the *but*, then he is able to say, "Yes, me." At this point, he usually becomes very depressed. And here again we have to allow him to express his grief and his mourning.

If we stop and think how much we would grieve if we lost a beloved spouse, it will make us realize what courage it takes for a man to face his own impending death, which involves the loss of everyone and everything he has ever loved. This is a thousand times more crushing than to become a widow or a widower.

To such patients, we should never say, "Come on now, cheer up." We should allow them to grieve, to cry. And we should even convey to them that "it takes a brave person to cry," meaning that it takes courage to face death. If the patient expresses his grief, he will feel more comfortable, and he will usually go through the stage of depression much more rapidly than he will if he has to suppress it or hide his tears.

Only through this kind of behavior on our part are our patients able to reach the stage of acceptance. Here, they begin to separate themselves from the interpersonal relationships in their environment. Here, they begin to ask for fewer and fewer visitors. Finally, they will require only one beloved person who can sit quietly and comfortably near.

This is the time when a touch becomes more important than words, the time when a patient may simply say one day, "My time is very close now, and it's all right." It is not necessarily a happy stage, but the patient now shows no more fear, bitterness, anguish, or concern over unfinished business. People who have been able to sit through this stage with patients and who have experienced the beautiful feeling of inner and outer peace that they show will soon appreciate that working with terminally ill patients is not a morbid, depressing job but can be an inspiring experience.

The tragedy is that in our death-denying society, people grow up uncomfortable in the presence of a dying patient, unable to talk to the terminally ill and lost for words when they face a grieving person.

We tried to use dying patients as teachers. We talked with these patients so they could teach our young medical students, social work students, nurses, and members of the clergy about one part of life that all of us eventually have to face. When we interviewed them, we had a screened window setup in which we were able to talk with them in privacy while our students observed and listened. Needless to say this observation was done with the knowledge and agreement of our patients.

This teaching by dying patients who volunteered this service to us enabled them to share some of their turmoil and some of their needs with us. But perhaps more important than that, they were able to help our own young students to face the reality of death, to identify at times with our dying patients, and to become aware of their own finiteness.

Many of our young students who originally were petrified at the thought of facing dying patients were eventually able to express to us their own concerns, their own fears, and their own fantasies about dying. Most of our students who have been able to attend one quarter or perhaps a semester of these weekly death-and-dying seminars have learned to come to grips with their own fears of death and have ultimately become good counselors to terminally ill patients.

One thing this teaches us is that it would be helpful if we could rear our children with the awareness of death and of their own finiteness. Even in a death-denying society, this can be and has been done.

In our hospital we saw a small child with acute leukemia. She made the rounds and asked the adults, "What is it going to be like when I die?" The grown-ups responded in a variety of ways, most of them unhelpful or even harmful for this little girl who was searching for an answer. The only message she really received through the grown-ups' response was that they had a lot of fear when it came to talking about dying.

When the child confronted the hospital chaplain with the same question, he turned to her and asked, "What do you think it's going to be like?" She looked at him and said, "One of these days I'm going to fall asleep and when I wake up I'm going to be with Jesus and my little sister." He then said something like "That should be very beautiful." The child nodded and happily returned to play. Perhaps this is an exaggerated example, but I think it conveys how children face the reality even of their own death if the adults in their environment don't make it a frightening, horrible experience to be avoided at all costs.

The most forgotten people in the environment of the dying patient are the brothers and sisters of dying children. We have seen rather tragic examples of siblings who were terribly neglected during the terminal

illness of a brother or a sister. Very often those children are left alone with many unanswered questions while the mother attends the dying child in the hospital and the father doesn't come home from work because he wants to visit the hospital in the evening.

The tragedy is that these children at home not only are anxious, lonely, and frightened at the thought of their sibling's death, but they also feel that somehow their wish for a sibling to "drop dead" (which all children have at times) is being fulfilled. When such a sibling actually dies, they feel responsible for the death, just as they do when they lose a parent during the preschool years. If these children receive no help prior to, and especially immediately after, the death of a parent or a sibling, they are likely to grow up with abnormal fears of death and a lot of unresolved conflicts that often result in emotional illness later on in life.

We hope that teachers are aware of the needs of these children and can make themselves available to them in order to elicit expression of their fears, their fantasies, their needs. If they're allowed to express their anger for being neglected and their shame for having "committed a crime," then these children can be helped before they develop permanent emotional conflict.

A beautiful example of death education in an indirect way is expressed in a letter I received from a man who became aware of my work and felt the need to convey some of his life experiences to me. I will quote his letter verbatim because it shows what an early childhood memory can do for a man when he's faced with the imminent death of his own father.

Dear Dr. Ross: May I commend you and your colleagues who took part in the Conference on "death. . . ."

I am a production-line brewery worker here in Milwaukee who feels strongly on this subject. Because of your efforts, maybe one day we can all look death in the eye. . . . In reading and rereading the enclosed account of your meeting, I found myself with the urge to relate to you a personal experience of my own.

About six years ago, my dad was a victim of terminal cancer. He was a tough, life-loving 73-year-old father of 10 with 10 grandchildren who kept him aglow and always on the go. It just couldn't be that his time had come. The last time I saw him alive was the result of an urgent phone call from my sister. "You'd better come home as soon as possible; it's Pa."

The 500-mile drive to northern Minnesota wasn't the enjoyable trip that so many others had been. I learned after I arrived that he wasn't in the hospital, but at home. I also learned that "he didn't know." The doctor told the family that it was up to us to tell him or not tell him. My brother and sisters who live in the area thought it best "not to" and so advised me.

When I walked in on him, we embraced as we always did when we'd visit about twice or so each year. But this time it was different—sort of restrained and lacking the spirit of earlier get-togethers; and each of us, I know, sensed this difference.

Then, some hours later, after the usual kinds of questions and answers and talk, it was plain to me that he appeared so alone and withdrawn, almost moody or sulking. It was scary to see him just sitting there, head in hand, covering his eyes. I didn't know what to say or do. I asked if he'd care for a drink—no response. Something had to give. It all seemed so cruel. So I stepped into the kitchen and poured me a good one—and another. This was it, and if he didn't "know," he would now.

I went over and sat down beside and sort of facing him, and I was scared. I was always scared of my father, but it was a good kind of fear, the respectful kind. I put one hand on his shoulder and the other on his knee. I said, "Pa, you know why I came home, don't you? This is the last time we will be together." The dam burst. He threw his arms around me, and just hung on.

And here's the part I'll never forget and yet always cherish. I remember when our tears met, I recalled, in a sort of vivid flashback, a time 30 years before when I was five or six and he took me out into the woods to pick hazelnuts. My very first big adventure! I remembered being afraid of the woods. Afraid of bears or monsters or something that would eat me up. But even though I was afraid, I at the same time was brave, because my big strong daddy was with me.

Needless to say, thanks to that hazelnut hunt, I knew how my dad was feeling at that moment. And I could only hope that I gave him some small measure of courage; the kind he had given me. I do know he was grateful and appreciated my understanding. As I remember, he regained his composure and authority enough to scold *me* for crying. It was at the kitchen table, after a couple or three fingers of brandy, that we talked and reminisced and planned. I would even guess he was eager to start a long search for his wife, who also had known how to die. . . .

What I am trying to convey is that everything depends on the way we rear our children. If we help them to face fear and show them that through strength and sharing we can overcome even the fear of dying, then they will be better prepared to face any kind of crisis that might confront them, including the ultimate reality of death. □

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IT-TAI-003	Hilton Inn	3 hrs.	32.00	13.50	44.00	19.75	27.00	11.25
IT-TAI-003								
Las Vegas, Nev.	Flamingo		32.00	12.75	53.00	23.25	27.50	10.50
IT-TAI-004	International Hilton	3 hrs.	34.50	14.00	62.00	28.00	34.50	14.00
IT-TAI-004								
Los Angeles, Calif.	Los Angeles Hilton		30.00	11.50	41.50	17.25	27.00	10.00
IT-TAI-005	Beverly Hilton	4 hrs.	37.00	15.00	53.00	23.00	31.50	12.50
IT-TAI-005								
New York, N.Y.	New York Hilton		39.00	18.00	57.00	26.50	34.00	15.00
IT-TAI-006	Statler Hilton	2½ hrs.	28.00	12.25	41.00	18.50	27.00	11.50
IT-TAI-006	Waldorf-Astoria		36.00	16.25	52.00	24.25	34.00	15.00
IT-TAI-006								
San Francisco, Calif.	San Francisco Hilton		38.25	16.50	57.00	25.50	33.00	13.50
IT-TAI-007	Hilton Inn	3 hrs.	30.25	12.25	43.00	18.50	25.50	9.75
IT-TAI-007								
Washington, D.C.	Washington Hilton		32.50	12.75	44.00	18.50	31.00	12.00
IT-TAI-008	Statler Hilton	2½ hrs.	31.50	12.25	44.00	18.50	29.50	11.25
IT-TAI-008								

Rates include: Hotel accommodations, in the city of your choice, for 2 nights, including tax. City sightseeing tour as indicated. Children sharing room with parents FREE at hotel. Sightseeing rates for children will be quoted separately on request.

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Transportation: via Northwest Orient 747 jet and Aloha or Hawaiian Airlines

Hotels: Naniloa, Kona Surf, Sheraton-Maui, Hilton Rainbow Towers, and Kauai Surf. Per-person rate based on sharing twin-bedded, air-conditioned superior rooms. Single room supplement is $140 additional, triple (3 persons in room) is $20 less per person. There is a $150 reduction for children 2 through 11 years of age.

Meals: Lunch at Volcano House. No other meals included.

Features: 15 days, 4 islands (Oahu; Maui; Kauai; Hawaii; including cities of Kona and Hilo), 13 nights, 14 days in hotels with superior, air-conditioned rooms, fully escorted throughout the islands, scheduled airlines (Northwest Orient 747 jet and Aloha or Hawaiian Airlines), delightful meals and champagne served enroute, flower lei greeting, Vocano tour on Hawaii, including city tour of Hilo, lunch at famous Volcano House on Hawaii, Iao Valley/Lahaina Tour on Maui, Mt. Tantalus, Honolulu, Punchbowl and University tour on Oahu, Kodak Polynesian Show, including transfers, in Honolulu, Wailua River Cruise and Fern Grotto on Kauai, services of professional guides, all transfers, tips to hotel and airport porters for one piece of luggage throughout, all sightseeing by deluxe air-conditioned motor coach, NEA Accident and Baggage insurance, no additional charge for "peak" season on the islands.

Polynesian Romance (PRH) 15 day tour—July 22-August 5, 1972

Prices: $499 plus $36 tax and service from Chicago, Cleveland, Detroit, Milwaukee, Pittsburgh, Minneapolis/St. Paul, Los Angeles, San Francisco, Seattle, Portland.

$519 plus $38 tax and service from Philadelphia, New York, Washington, Atlanta.

Transportation: via Northwest Orient 747 jet and Aloha or Hawaiian Airlines

Hotels: Hilo Lagoon, Kona Islander, Kaanapali Beach, Kauai Beachboy, Sheraton Princess Kaiulani. Per-person rate based on sharing twin-bedded, air-conditioned superior rooms. Single room supplement $130 additional, triple (3 persons in room) $20 less per person. There is a $150 reduction for children 2 through 11 years of age.

Meals: Lunch at Volcano House. No other meals included.

Features: 15 days, 4 islands (Oahu; Maui; Kauai; Hawaii; including cities of Kona and Hilo), 13 nights, 14 days in hotels with superior, air-conditioned rooms, fully escorted throughout the islands, scheduled airlines (Northwest Orient 747 jet and Aloha or Hawaiian Airlines), delightful meals and champagne served enroute, flower lei greeting, Volcano tour on Hawaii, including city tour of Hilo, lunch at famous Volcano House on Hawaii, Iao Valley/Lahaina Tour on Maui, Mt. Tantalus, Honolulu, Punchbowl and University tour on Oahu, services of professional guides, all transfers, tips to hotel and airport porters for one piece of luggage throughout, all sightseeing by deluxe air-conditioned motor coach, NEA Accident and Baggage insurance, no additional charge for "peak" season.

Wiki-Wiki Hawaii (WH-1) 15 day tour—June 10-June 24, 1972

Prices: $399 plus $34 tax and service from Chicago, Los Angeles, San Francisco, Seattle, Portland. **$439** plus $34 tax and service from Cleveland, Detroit, Pittsburgh, Minneapolis/St. Paul, New York, Washington, Philadelphia, Atlanta.

Transportation: via Northwest Orient 747 jet.

Hotel: Sheraton-Waikiki Hotel in Honolulu for the entire stay. Per-person rate based on sharing twin-bedded, air-conditioned standard room. Single room supplement is $120 additional, plus $36.50 tax and service. Rate for 3 persons (triple) in a room is the same as a twin-bedded room. There is a $150 reduction for children 2 through 11 years of age.

Meals: No meals included in tour price.

Features: 15 days, roundtrip transportation, 13 nights and 14 days at the fabulous Sheraton-Waikiki Hotel in Honolulu, flower lei greeting on arrival, roundtrip transportation between airport-hotel, porterage and tips for one suitcase, sightseeing tour of Honolulu and famous Punchbowl, services of an escort, NEA Accident and Baggage insurance. Champagne Flight, no additional charge for "peak" season in Honolulu, no regimentation.

GREYHOUND

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New England—7 Day Escorted Tour: Departing N.Y. every Sunday, June 25 through October 15 and every Saturday, September 16 through October 14.

Prices: Single $245.55, Sharing Twin $216.20, Sharing Triple $200.50 (rates per person)

Meals: 8 meals included

Features: Mystic Seaport, Touro Synagogue, old Stone Mill, historic State House in Newport. In Massachusetts see New Bedford, Hyannis, Provincetown, Plymouth, Coles Hill, Mayflower II, Plymouth Rock. In Boston—Bunker Hill, Paul Revere's home, Copley Square, Concord, Lexington. House of Seven Gables in Salem. Nation's first lighthouse, Skimobile Ride, Bretton Woods, wild dancing waters of Flume Gorge via famed resort Franconia Notch and White Mountains, pass Montpelier, Vermont's capital. In N.Y.—Ft. Ticonderoga, Lake George, Saratoga Springs, New York City, where tour ends on arrival.

Williamsburg, Colonial Virginia Tour—7 Wondrous Vacation days Through Historic America (IT-CV-7E)

Departing Washington, DC Sundays—June 25; July 9, 23; August 6, 20; Sept. 10, 24; Oct. 1, 15.

Prices: Single $253.85; Sharing Twin $210.30; Sharing Triple $196 (rates per person)

Meals: 9 meals including Farewell Dinner

Features: Mt. Vernon, Fredericksburg, Wakefield, Stratford Hall, Yorktown battleground. Williamsburg, Craft House, historic buildings, Jamestown Festival Park, Carter's Grove Plantation, Richmond. In Charlottesville—Monticello, Ash Lawn, University of Virginia. Blue Ridge Mountains, Shenandoah Valley and stalactite caves of Luray Caverns. Washington, DC tour. Farewell Dinner. Tour ends in DC.

Canadian Rockies and Glacier National Park—13 Days through America's Scenic Wonderlands (IT-CCR-13E)

Meals: 10 meals including Farewell Dinner

Departure Dates (from Chicago) Mondays—June 26; July 10, 17, 31; August 14

Prices: Single $591.85, Sharing Twin $513.80; Sharing Triple $487.20 (rates per person)

Features: Depart Chicago via Milwaukee and Eau Claire. Land of 10,000 lakes via St. Cloud, Winnipeg and Manitoba, Canada. See Kirkella, Moosomin, Red Jacket, Whitewood, Regina, Saskatchewan tour of Royal Canadian Mounted Police Barracks. Indian country via Moose Jaw, Swift Current and Medicine Hat to Calgary, Alberta. Jasper National Park, the Columbia Icefield, top-of-the-world, Lake Louise. Natural Bridge, Mt. Burgess, Takakkaw Falls, Kicking Horse Canyon, Great Divide, Banff National Park. In Banff—Bow Falls, Spray Valley, Buffalo Park, Cascades of Time, then Glacier National Park. Cross Continental Divide, see McDonald Valley, West Glacier. On to Billings, Montana, Badlands of Dakota, Bismarck, Minneapolis, Minnesota. Farewell Dinner. Through Milwaukee, Wisconsin to Chicago, where tour ends on arrival.

Florida Carrousel—7 Fun Filled Days in Florida (IT-GFC)

Departure Dates (from Jacksonville) leave Hilton Hotel every Sunday morning (9:00 A.M.) Oct. 3, 1971 through Dec. 12, 1971 (summer rates); and Dec. 19, 1971 through April 2, 1972 (winter rates); and April 9, 1972 through December 10, 1972 (summer rates).

Prices: Winter—Single $271.55, Sharing Twin $225.55, Sharing Triple $216.10 (rates per person) Summer—Single $235.80, Sharing Twin $209.80, Sharing Triple $202.60 (rates per person)

Meals: Breakfast and dinner daily except in Jacksonville

Features: Swamp Garden, Animal Park, Bird Park, Underwater Cruise in Rainbow Springs. Weeki Wachee Springs underwater ballet, St. Petersburg, Tampa, and greater Gulf beaches. Cypress Gardens, Lake Wales, Singing Tower, Everglades. Miami Beach and renowned Seaquarium. Fifth day free. Ft. Lauderdale, Boca Raton, Orlando, Walt Disney's World, "Vacation Kingdom." Cape Kennedy and NASA Space Center, Daytona Beach, St. Augustine with America's Oldest House and Ponce de Leon's Fountain of Youth. Tour ends on arrival back in Jacksonville.

Coast-Mission Trails Tour—3 Days via California Parlor Car Tours (IT-CP-2)

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Prices: Single $124.50; Sharing Twin $115.00; Sharing Triple $110.50

Meals: 7 meals included

From San Francisco: 1st night Monterey Peninsula, 2nd night Santa Maria

From Los Angeles: 1st night Santa Maria, 2nd night Monterey Peninsula

Features: El Camino Real, "King's Highway", Wine tasting at Paul Masson Winery, Authentic Denmark in California at Solvang, Old Santa Barbara and Mission Hearst Castle high atop Santa Lucia Mountains at San Simeon, Famed 17-Mile Drive, Pebble Beach, Fisherman's Wharf on Monterey Bay, Scenic Highway Number One via Big Sur, Historic Monterey with sun-baked adobes, and Rainbow-hued flower gardens in Carmel-by-the-Sea.

Note: If you are traveling alone, and indicate a desire to share hotel accommodations, every effort will be made to comply. However, this arrangement cannot be guaranteed, and would necessitate your being charged with single supplement.

Hilton, Sheraton, Pick, or best available hotels will be used.

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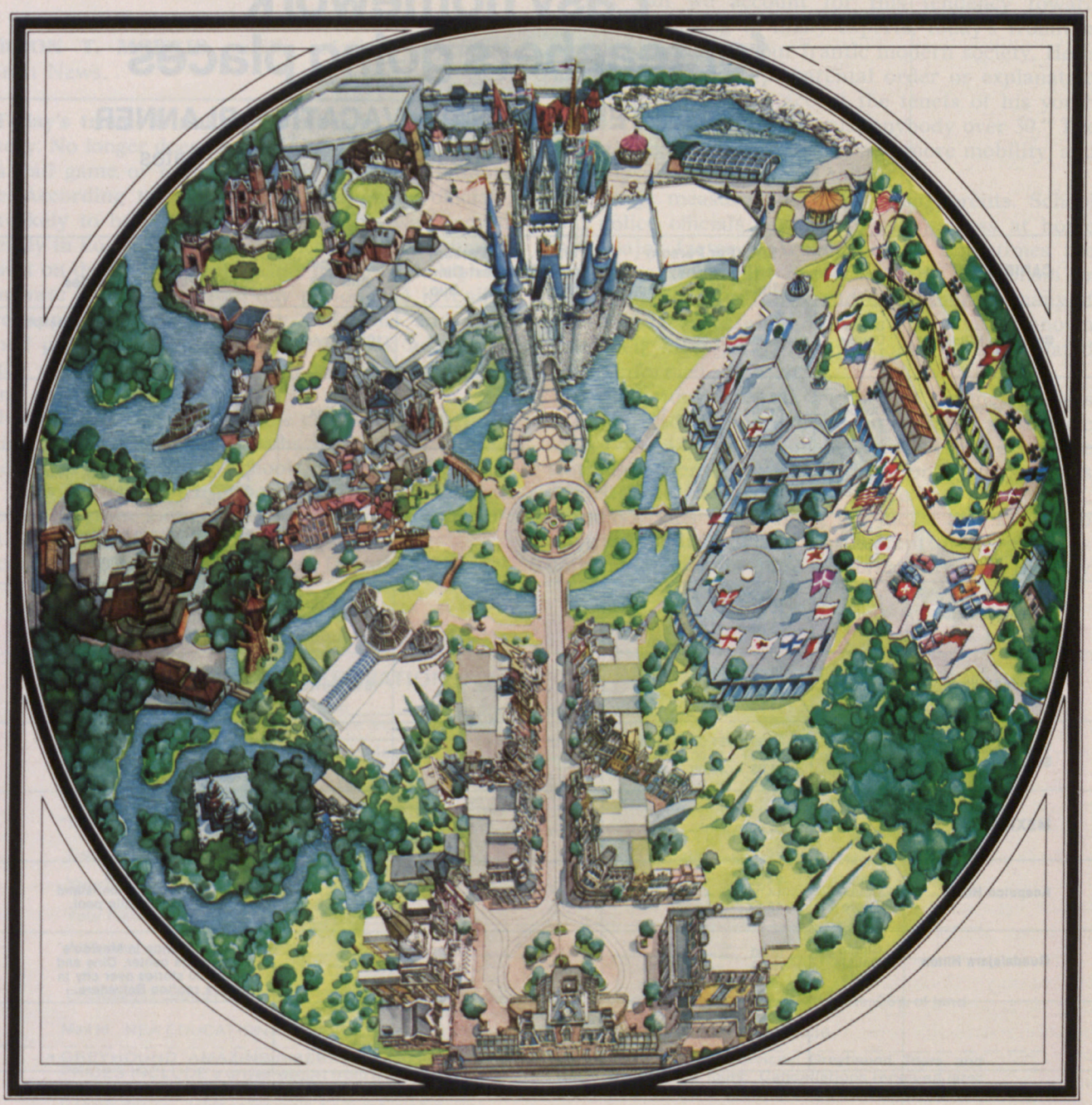

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CARIBBEAN		E.P. (Per Person) Room Only Min.	Std.	Sup.	M.A.P. (Per Person) Room-Breakfast-Dinner Min.	Std.	Sup.	Service and Tax	Enjoy These Features and Activities
Barbados Hilton	Single	19.00	23.00	—	26.00	30.00	—	10% Service	Rum Party. Limbo-Calypso beach party. Dancing. Different shows every night. Magnificent beach. Tennis.
	Double	14.00	16.00	—	21.00	23.00	—		
	Triple	12.00	13.33	—	19.00	20.33	—		
Caribe Hilton San Juan	Single	22.00	25.00	30.00	35.00	38.00	43.00	5% Tax	San Juan's social center. Exotic tropical gardens. Coral-sand beach. Two swimming pools. Dancing.
	Double	13.00	14.50	16.50	26.00	27.50	29.50		
	Triple	11.00	12.00	13.33	24.00	25.00	26.33		
Curacao Hilton	Single	18.00	21.00	24.00	29.00	32.00	35.00	5% Tax 10% Service	Overlook bay or Caribbean from your own private balcony. Water sports. Free water ski ride. Tennis.
	Double	12.00	13.50	15.00	23.00	24.50	26.00		
	Triple	10.33	11.33	12.33	21.33	22.33	23.33		
Jamaica Hilton Ocho Rios	Single	—	—	—	30.00	35.00	38.00	3% Tax	Poolside calypso serenade. Golf. Discotheque. Pitch 'n' Putt. Top-notch native floor show. Tennis.
	Double	—	—	—	20.00	22.50	24.00		
	Triple	—	—	—	18.66	20.33	21.33		
Martinique Hilton	Single	19.00	25.00	—	26.00	32.00	—	10% Service	Air-conditioned rooms—each with balcony facing sea. Ocean swimming. Pool.
	Double	11.00	14.00	—	18.00	21.00	—		
	Triple	10.00	12.00	—	17.00	19.00	—		
Trinidad Hilton	Single	18.00	23.00	28.00	28.00	33.00	38.00	10% Service	Fabulous pool. La Boucan Dining Room features West Indian Specialties.
	Double	12.00	14.50	17.00	22.00	24.50	27.00		
	Triple	10.00	11.66	13.33	20.00	21.66	23.33		
Virgin Isle Hilton St. Thomas	Single	23.00	31.00	35.00	30.00	38.00	42.00	—	Luxurious salt-water pool. Tennis. Magen's Bay Beach nearby. Calypso. Limbo. Steel Band. Entertainment.
	Double	15.00	19.00	21.00	22.00	26.00	28.00		
	Triple	14.33	17.00	18.33	21.33	24.00	25.33		
MEXICO									
Acapulco Hilton	Single	24.00	—	—	35.48	—	—	—	Total resort. Tropical restaurant and bar on island in middle of gigantic pool. Tennis.
	Double	14.00	—	—	25.48	—	—		
	Triple	12.27	—	—	23.75	—	—		
Guadalajara Hilton	Single	16.00	—	—	—	—	—	—	Roam and shop in Mexico's handicrafts center. Dine and dance 20 stories over city in hotel's rooftop Belvedere.
	Double	10.00	—	—	—	—	—		
	Triple	8.00	—	—	—	—	—		

Plus GO Plan (Guest Option): The same price as M.A.P., but allows the guest credit for any breakfast or dinner *NOT TAKEN ON M.A.P.* The credit may be applied against any other food or beverage purchased in the hotel. Example: lunch, snacks, bar. For reservations and information fill out the application blank and send to NEA Travel.

YOUTH IN TROUBLE: V

The Truant

GORDON T. MORRIS, *public relations specialist*, Detroit News.

☐ **Today's truant is unlike any other in our nation's** history. No longer does he spend his hooky time going to a ball game or taking a dip in the old swimming hole. According to many school and police officials, he's likely to be involved in crime. This was proved recently in Los Angeles when police launched a major assault on daytime juvenile crime in the city's highest crime-rate area. Over a four-day period, 174 juveniles were apprehended for truancy violations and then turned over to school officials, who took advantage of the opportunity to talk with the parents of the young people involved.

The resultant drop in daytime crime was startling: During the time that the youths were taken off the streets and returned to school, daytime burglaries and auto thefts both dropped 30 percent, and daytime thefts from autos dropped a whopping 75 percent from the previous seven-day period.

According to Lieutenant Stephen Downing, who devised the plan, "The drastic change in our daylight crime rate for that week is more than coincidence. While teen-agers are not responsible for all such crimes, they appear to be involved in at least half."

How can we account for this tendency toward crime? According to many experts, today's truant is simply a product of our frantic modern society. He is less inclined to accept parental order or explanation and more inclined to accept the tenets of his youth culture, including "Never trust anybody over 30." The young truant has more money and more mobility, and he is upset with the world today.

In large measure, the onus is on parents. School and police officials agree that unhappiness at home is a major factor in truancy cases. Sometimes the cause is a stepparent or occasionally alcoholism or drug addiction by a father and/or mother. In many of the Los Angeles cases, parents said they hadn't known that their kids were playing hooky but appreciated being informed about it.

Poverty, long cited as a cause of truancy, is less a factor today. For example, generally permissive school regulations diminish the need for expensive clothing. Where once a new dress or sport coat was a must, blue jeans may now suffice.

Today's kids are looking for kicks, and kicks too often mean drug abuse. The current drug culture is doing more than its share to increase truancy, directly

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Your Name(s)_____

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- PRICES OF "AMAZING AMERICA VACATIONS" AND HAWAIIAN TOURS DO NOT INCLUDE meals other than those indicated; gratuities to waiters, maids or others rendering a service; laundry and other expenses of a personal nature such as telephone calls or tips for personal services; transportation from home town to tour departure point and return. "Amazing America Vacations" prices do not include accident or baggage insurance.
- Note: All prices shown on these pages are as of October 1, 1971, and are subject to change without notice. Dates and itineraries are subject to change.

*Individual flight arrangements to departure cities for Hawaiian tours cannot be made. **Cancellations: HAWAII:** Full refund for written cancellations received prior to 35 days before departure. Thereafter a cancellation fee of $100.00 for HL and PRH or $50 for WH-1 will be retained unless a substitute can be found in which case only $25 will be retained. No refund will be made for unused services. **Greyhound Tours and week-end package tours:** Cancellations received later than 10 days before departure will be subject to $10 per person cancellation fee. No refunds for omitted sightseeing and/or other non-recoverable expenses.

Responsibility: The National Education Association, the NEA Educational Travel Division, and their agents, including Travel Adventures, Inc. and Sanders World Travel, act only as agents for hotels, airlines, bus companies, car rentals, etc., and all coupons, exchange orders, receipts, contracts and tickets issued are subject to any and all tariffs, terms and conditions under which any services whatsoever are provided by such hotels, airlines, bus companies, car rental agencies, etc., and by the acceptance of such coupons, exchange orders, receipts, contracts and tickets the tour member agrees to the foregoing and also agrees that neither the NEA nor any of its affiliates shall be or become liable or responsible for any loss, injury or damage to person, property or otherwise in connection with any accommodations, transportation or other services resulting, directly or indirectly, from acts of God, dangers incident to the sea, fire, breakdown in machinery or equipment, acts of governments or other authorities, de jure or de facto, wars, whether declared or not, hostilities, civil disturbances, strikes, riots, thefts, pilferage, epidemics, quarantines, medical or customs regulations, delays, or cancellations of or changes in itinerary or schedules, or from any causes beyond control, nor shall be or become liable or responsible for any additional expense or liability sustained or incurred by the tour member as a result of any of the foregoing causes.

or indirectly. Miles F. McDonald, an attorney and former supreme court justice in the state of New York, expresses his belief that "the continued use of marijuana among adolescents results in a lackadaisical, amoral life-style of the hippie type. They cease to have motivation to improve their capacities for education or employment; they tend to drift into companionships with others of similar character and to live in a milieu where hard drugs are used."

Surveys have been made in several communities to determine the extent of drug abuse among high school students. The percentages of students reporting they have used marijuana at least once range from one-third to one-half of a school's student body. And narcotics cause truancy problems.

Some students tell me that they skip school to sleep off the results of a late-night bout with pot or pills; others say they skip in order to attend rock concerts and festivals where marijuana will be readily available. Even if a student doesn't smoke marijuana or take pep pills, he may skip school just to be with his crowd when they "trip out."

Jimmy, chronicled by Bibi Wein in *The Runaway Generation*, is a good example. Jimmy, 12, and friend Craig, 14, were interviewed while cruising the streets of downtown New York. Asked about school, Jimmy said: "I only go because my mother makes me. . . . I cut every time there's something going on—if somebody's got grass or something. . . . When a lot of kids are cutting, we all get together . . . and we all get caught together."

What can be done to curb truancy? This is a job requiring action by all those involved with the student: parent, teacher, counselor, and the community.

Teachers should make every possible effort to build personal relationships with the student who is habitually truant; a teacher's sympathetic and friendly attitude may make a child decide to remain in school. The male teacher, in addition, can provide a necessary father figure—especially needed by many students in the lower socioeconomic brackets.

The teacher should recognize early danger signals of truancy. Ill-defined sickness and feeble excuses may be repetitive. A student using such devices should be referred to the school's counseling program. Moreover, schools must offer a varied curriculum and new approaches to provide each student with a reason for attending.

Paul Goodman has suggested trying a number of experimental approaches to find out whether they make more youngsters feel that schools are "worth attending":

- Have "no school at all" for a few [elementary school-aged] classes to see if the young will learn the rudiments anyway.
- Largely dispense with the school building for a few small classes and use the city itself as a school—streets, museums, stores, parks, and factories.
- Use appropriate adults in the community—a druggist or mechanic—as educators of the young.
- Make class attendance noncompulsory.
- Send children to farms for a couple of months of the school year to take part in farm life, perhaps two or three children to a farmer.

Moreover, the parent, that much-maligned soul whose task it is to raise the student, should discuss with his child the importance of doing well in school and maintain open lines of communication with teachers, counselors, and the student.

Most school and police officials agree with New Jersey's Governor William T. Cahill, who said in a legislative message on drug abuse: "As with most other problems in life, the best preventive medicine is education." On the same principle, the city of Detroit thinks it has, if not the answer, at least a head start on the problem of youthful lawbreakers: a booklet entitled "What Is the Law for Juveniles?"

This booklet was published as a public service by the *Detroit News*, in cooperation with the Detroit and Livonia public schools, the archdiocese of Detroit schools, and the Detroit and Livonia police departments. Distributed free to schoolchildren by the Detroit police department, the eight-page booklet provides knowledge and understanding of the laws affecting young people. One of the more prominent sections concerns truancy.

It says, in part: "Being habitually truant is against the law. When the school attendance officer or your teacher or principal calls your home to find out if you're really sick, he's not being nosy, he's enforcing the law." The booklet adds, "If you have had a poor school record, it will be very hard for you to get a job and make a good living." Other sections deal with drinking, curfew, smoking, theft, and narcotics.

More than 275,000 copies have been distributed to students in the Detroit area during the past two years. Detroit police and school officials consider the booklet an effective communication tool and a factor in reducing the number of juveniles who come before a judge with the excuse, "I didn't know it was against the law to skip school."

Today's truant, then, is everybody's problem, whether playing hooky disrupts school, home, community, or the truant's own life. And the solution is also everybody's concern. Education is the key to that solution:

- Education for the teacher, counselor, and school official so they can recognize the truancy problem, react to it swiftly and sympathetically, and provide the counseling to prevent it from happening again.
- Education for the community, to spur individuals and organizations into first recognizing the problem and then sponsoring programs to cure it and its related effects.
- Education for the parent, so he can determine his responsibilities and deal with the problem effectively in the home.
- And most important of all, education for the student, for it is he—now and in later life—who suffers. □

An Open Letter to Teachers

This poem by **KATHERYN KEARNEY,** a member of the Mount Blue High School FTA Chapter in Farmington, Maine, won the $500 Joy Elmer Morgan Award in the 1971 Future Teachers of America Writing Competition, "An Open Letter to Teachers." The National Future Teachers of America Executive Committee, composed of eight high school students from every section of the country, served as judges for the contest.

For information about the 1972 competition, write John Van Schoonhoven, Future Teachers of America, 1201 16th Street, N.W., Washington, DC 20036.

I

There are souls buried
beneath the pink and white and yellow passes
lying in a mound on the desk.
There are dead children
splashed across the gutters
of every theme you have marked a failure
because its commas and exclamation points
were not yours.
There are children crying inside.
You will never hear them
because they are silenced when they find
that there is no place for different children,
no place for anyone
who is not college-bound.
If you listen closely, though,
you may be able to hear the cries of frustration
leaping through the halls
out of the mouths of those who know no other way
of communicating.
If you watch,
you may see the swollen body
of a pregnant schoolgirl
who was only searching for the love
she never found.
Walk through the smoking area sometime
and smell the air closely.
Watch the dilated pupils
of the eyes of those on grass.
Perhaps better,
watch their souls;
listen to their mouths
instead of shuddering within yourself
and saying,
"dirty hippie."
Because if you can't listen to them
or won't,
the "dirty hippie" may someday start shooting
with a dirty needle
in a desperate cry to make you hear.

II

Give a damn.
Let the silent destruction within our schools
end.
It reaches into us when we are not much
more than babies
and it follows us wherever we move,
choking us from day to day and week to week
until graduation.
The destruction reaches
like a heavy tropical sun,
grabs our inmost sensitivity
and withers it
as a rose withers without water.
It burns us
as hellfire,
purging our souls of all the purity and freedom
we ever had.

III

Care.
Don't become entangled in the sticky web
of plan books
and passes
and coffee in the teachers' room.
Sometimes you remind us of flies
with your legs stuck to the
fine silken cobwebs of life.

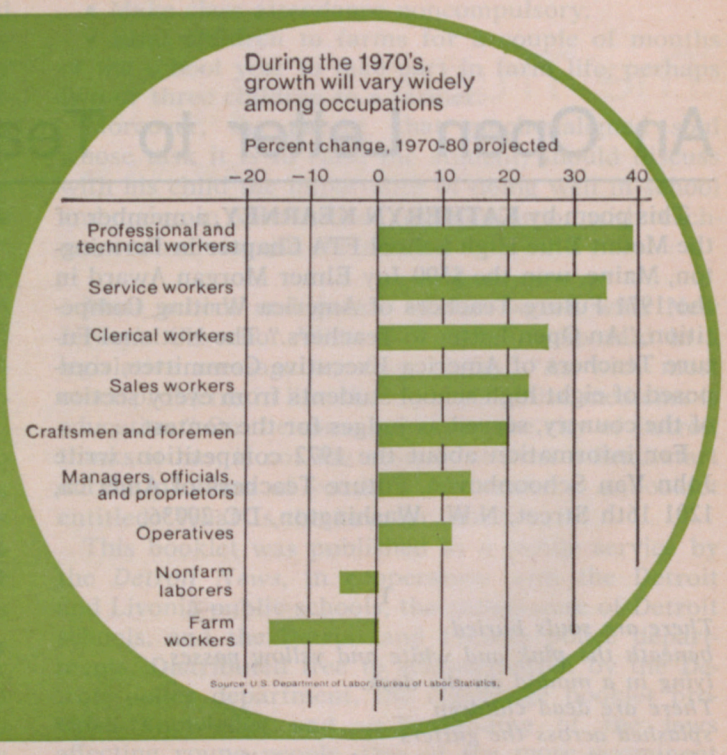
IV

Murder not the children.
Let their minds be.
Far better would it be for us
if you were to drive a knife deep within our
physical shapes
and let our minds run free over eternity.
As it is,
you are forced to mold our minds
toward the American dream,
leaving our bodies to shrivel
and our souls to bleed
as they are cut by the blade.

V

Watch and reach out when you can.
Sometimes there is a barely audible cry for help,
sometimes there are signs,
often there are children hurt over and over again,
aching,
crying,
and left to fight against the world alone
as an angry, pelting rain fights to break through
the glass windowpanes.
There is a new world waiting,
but whether it comes in love
and joy and freedom
or in burning violence
with the heavy chains of the times
forever bound around the heads of all of us
is the choice that must be made.
Reach out, love,
and in spite of all the hurt climbing out of me,
I will try to love back. □

TOMORROW'S JOBS



Test Yourself Before Reading This Article

Before you begin reading, you may test your knowledge of trends in the world of work by marking these statements either true or false. Answers are given below.

_____1. During the next decade, the physical sciences are expected to be among the rapidly expanding professions.

_____2. Most U.S. workers are presently employed in service-producing rather than in goods-producing industries.

_____3. Manpower needs in health services will show marked growth in the next decade.

_____4. Agriculture faces a continuing decline in manpower needs as the result of mechanization.

_____5. The shift toward white-collar jobs will cease during the 1970's.

_____6. New teacher-education graduates of the 70's will face increasing competition for entry positions in secondary schools.

_____7. Increased demand for laborers during this decade will be offset by continuing substitution of mechanical equipment.

_____8. Teachers should encourage young people to avoid occupations which will not register rapid growth during the 1970's.

_____9. Employment opportunities during the decade of the 70's will generally grow faster in those occupations requiring the most training and education.

_____10. Most of the growth in government employment during the decade of the 70's will take place in federal rather than state and local governments.

Answers: Statements 5, 8, and 10 are false; the rest are true.

☐ **Millions of young Americans will enter the labor** force for the first time during the 1970's. Because of vast changes in the U.S. economy, these new workers need reliable, up-to-date information to guide them in choosing their careers—certainly one of the most important decisions they will ever make.

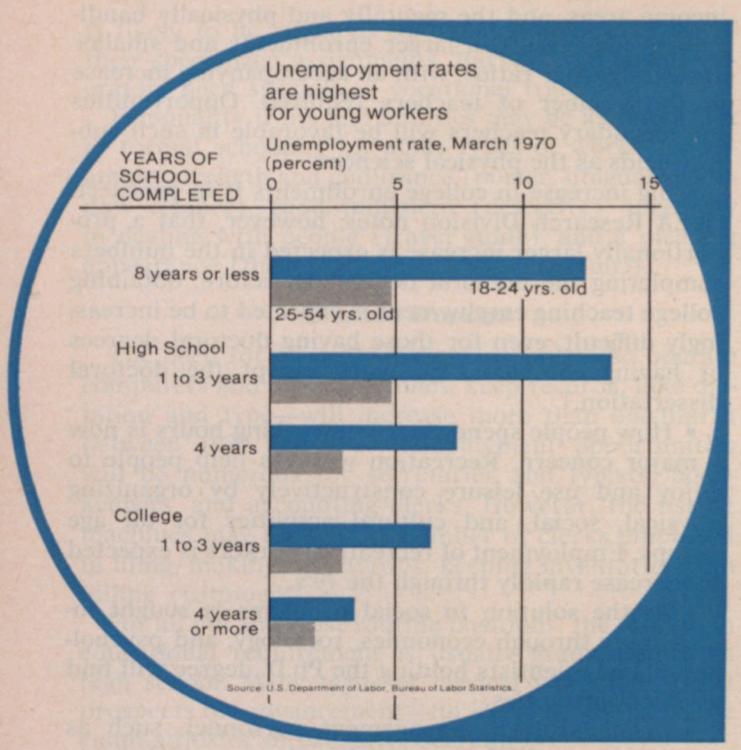
What is the outlook for various jobs in the decade of the 70's? Which fields look especially promising? What type of education is needed for various jobs?

The answers to these and other important questions are found in the U.S. Department of Labor's *Occupational Outlook Handbook*, 1972-73 edition, scheduled for publication in early 1972.* This giant-size paperback is a guide to employment opportunities in more than 800 occupations of greatest interest to young people. Its almost 900 pages bring together information for students planning careers in the world of tomorrow. The book is especially designed for use in a number of settings by people who aid in career development—counselors, teachers, and parents.

The *Handbook's* projections of demand for all workers are necessarily based on several assumptions about the United States between 1970 and 1980. They are that high levels of employment and utilization of available manpower will be maintained throughout, that no major event will alter substantially the rate and nature of economic growth, that economic and social patterns and technology will change at about the same rate as in recent years, and that the level of defense expenditures in 1980 will be somewhat reduced from peak levels during the Vietnam conflict.

This article presents some highlights from the authoritative *Handbook*.

*Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.



Our nation's industries are of two major kinds—those which produce goods and those which produce services. Most U.S. workers are employed in service-producing industries—in such activities as education, health care, trade, repair and maintenance, government, utilities, finance, insurance, and real estate. Goods-producing industries—agriculture, mining, contract construction, and manufacturing—employ less than half the total work force.

In general, job growth during the 1970's is expected to continue to be faster in service-producing industries than in goods-producing ones. Growth patterns will vary, but here are a few overall predictions:

- Government will continue to be a major source of new jobs; employment in 1980 may be 33 percent higher than in 1970. Most of the growth, however, will be in state and local governments; federal employment will rise only 11 percent.
- Manpower needs in health services will continue to show rapid growth, largely because of population growth and the increasing ability of people to pay for health care.
- Business services, including data processing, accounting, and maintenance, will grow rapidly.
- Employment in retail and wholesale trade establishments will grow by about 18 percent in the 70's.
- Air transportation employment will register rapid gains; railroad employment will continue to decline.
- Job growth in finance, insurance, and real estate will keep pace with overall increases in nonfarm employment, with banking and credit agencies showing the most rapid expansion.

The outlook for goods-producing industries indicates that:

- Agriculture faces a continuing decline in manpower needs as the result of rapid mechanization. The outlook is for a 1980 agricultural work force 13 percent lower than in 1970. (Until the late 1800's, agriculture employed more than 50 percent of all workers; in 1970, only 5 percent.)
- Mining employment is expected to decline about 12 percent. Small increases in quarrying and other nonmetallic mining will be offset by continuing declines in coal mining and in extracting crude petroleum and natural gas.
- Contract construction employment will grow by about 40 percent during this decade. Activity will be spurred in part by an expanding economy, resulting in more factories, office buildings, stores, and banks.
- Manufacturing, the largest of the major goods-producing industries, will show a 13 percent gain during the 70's. The machinery industry is expected to have the biggest need for additional workers. Producers of instruments, rubber and plastic products, furniture, stone, clay, and glass products will be among the fast-growing industries. Textiles, tobacco, and petroleum refining industries may decline.

Understanding the World of Work

As American industries continue to grow larger, more complex, and more mechanized, fundamental changes will take place in our nation's occupational structure. Occupations will become more complex and more specialized. Understanding the world of work requires knowledge of the specific types of workers hired by industries, because entirely different industries can employ similarly trained persons; for example, secretaries may find work in manufacturing industries, government, or retail stores.

One of the most significant changes in the nation's occupational structure has been the shift toward white-collar jobs. This trend will continue through the 70's. By 1980, white-collar jobs are expected to account for more than 50 percent of all employed workers, compared with 48 percent in 1970. A growing demand for workers in research and development, in education and health services, and in processing the increasing amount of paperwork throughout all types of enterprises will spark the number of white-collar jobs.

The following section describes some of the changes that are expected among broad occupational groups.

Professional Careers

The professions will be the fastest-growing occupations during this decade. By 1980, the demand for professional, technical, and kindred workers may be about 40 percent greater than in 1970 as the nation puts greater efforts into socioeconomic progress, urban renewal, transportation, harnessing the ocean, and enhancing the beauty of the land.

Emphasis on a college education will be reinforced in the years ahead as the growing complexity of our society constantly increases the amount of specialized knowledge required for effective performance. The amount of education needed in many professions is increasing.

How often do teachers and guidance counselors encourage able high school and college girls to prepare for administrative positions in education, medicine, or business? "Not often enough," says Helen Bain, past president of NEA.

Traditionally, counselors have guided girls into "suitable" occupations and failed to stress such interesting and challenging pursuits as architecture, medicine, law, or city planning. Nonetheless, women *are* succeeding in these professions and reaching positions at the administrative level, and Mrs. Bain believes that more and more administrative positions will be open to capable, well-trained women during the 1970's.

However, training for related or supportive occupations—teacher assistants, medical laboratory assistants, and recreation assistants, for example—may be obtained in vocational and technical schools, junior colleges, or sometimes on the job.

• The physical sciences are expected to be among the rapidly expanding professions through the 70's. Chemists will be required in increasing numbers for research and development as well as in production. Demands for physicists also will grow rapidly as more are required to perform highly complex research and development work and to meet the increasing need for them on college faculties. Employment opportunities for engineers, geologists, oceanographers, and biochemists are also favorable.

• Most types of jobs in health work are expected to increase rapidly. The outlook for doctors and dentists as well as for dental assistants, physical therapists, medical lab workers, dietitians, trained hospital administrators, veterinarians, pharmacists, and nurses is very good for the 70's.

• Licensed practical nurses are expected to be in strong demand during the years ahead. Some states accept candidates who have completed only the eighth or ninth grade; other states require a high school education. Training is offered in many high schools, junior colleges, health agencies, and private educational institutions.

• Large numbers of teachers will be needed to replace those who retire, die, or leave the profession for other reasons. However, the number of people qualified to teach in elementary schools will exceed the number of openings if present enrollment projections and trends in the number of newly trained teachers continue. New graduates will also face increasing competition for entry positions in secondary schools. Yet the outlook for teaching careers below the college level has its brighter aspects.

Employment opportunities will be favorable in urban ghettos, rural districts, and in all geographic areas where teaching salaries are low and better paying opportunities are available in other fields in the community. Moreover, increasing emphasis on the education of very young children, children in low-income areas, and the mentally and physically handicapped may result in larger enrollments and smaller student-teacher ratios, with an accompanying increase in the number of teachers required. Opportunities for secondary teachers will be favorable in such subject fields as the physical sciences.

A big increase in college enrollments is in prospect. [NEA Research Division notes, however, that a proportionally larger increase is expected in the numbers completing the doctoral degree. Therefore, obtaining college teaching employment is expected to be increasingly difficult, even for those having doctoral degrees or having completed all work except the doctoral dissertation.]

• How people spend their nonworking hours is now a major concern. Recreation workers help people to enjoy and use leisure constructively by organizing physical, social, and cultural activities for all age groups. Employment of recreation workers is expected to increase rapidly through the 70's.

• As the solution to social problems is sought increasingly through economics, sociology, and psychology, social scientists holding the Ph.D. degree will find good opportunities.

• College-trained management personnel, such as accountants, will be required in larger numbers to cope with the growth in the size and number of firms and their increasing complexity.

• Well-qualified beginning journalists with exceptional writing talent will find favorable employment opportunities through the 70's. Other beginners will face increasing competition for writing jobs, especially on large-city dailies. New college graduates with journalism training may enter related fields, such as advertising, public relations, trade and technical publishing, and radio and TV. Many job opportunities will be found in teaching journalism.

• Graduates from highly regarded law schools as well as those who rank high in their classes at other institutions will have very good employment prospects through the 70's.

• The employment outlook is good for librarians and excellent for library technicians.

Needless to say, this is not a complete list of employment opportunities in all the professions. Those needing more detailed information on a particular career will find it in the *Handbook*.

Service Workers

The number of men and women who maintain law and order, fight fires, assist professional nurses, give haircuts and beauty treatments, cook and serve food, and clean homes and buildings will increase about 35 percent by 1980. They will be the second fastest-growing occupational group, exceeded only by professional workers.

Training and skill requirements differ greatly among the various service occupations, but a high school diploma is always an advantage. Police officers, for example, must have at least a high school education; FBI agents must have college degrees. College training

is likely to be required for policewomen because of their specialized assignments. Barbers and beauty operators need specialized vocational training.

Personality traits and abilities may be as important as formal schooling for some types of work—for example, strength and endurance (porter, lifeguard, window cleaner), good judgment (detective), ingenuity in dealing with people (travel guide), and a pleasing appearance (theater usher or checkroom girl).

Clerical Workers

The need for clerical workers—people who operate computers and office machines, keep records, take dictation and type—will increase more than one-fourth between 1970 and 1980. Employment opportunities will be numerous for secretaries and typists, bookkeepers, and accounting clerks. However, the use of machines may reduce the number of clerks employed in filing, making up payrolls, keeping inventories, and billing customers.

For all but the most routine positions, the minimum educational requirement is usually graduation from high school. Many types of clerical work offer good prospects for advancement—for example, as insurance claim adjustor or executive secretary.

Sales Workers

The number of sales workers—found primarily in retail and wholesale stores, insurance companies, and real estate agencies—is expected to increase nearly 24 percent by 1980. The trend of stores to stay open longer should increase the need for retail salespersons, but changes in distribution, such as use of vending machines, will restrict employment growth.

Salesclerks may not need specialized training. Yet a high school diploma is always an asset to a beginner seeking a job. High school courses in business subjects and distributive education are good preparation. For some positions, such as selling complex products or services, salespeople must be college graduates who have specialized in engineering or other fields.

Craftsmen and Mechanics

The number of craftsmen—carpenters, tool and die makers, machinists, electricians, and typesetters, for example—will increase by nearly 20 percent during the decade of the 70's, somewhat slower than the growth of all occupations. Craftsmen require considerable training for their jobs, and a large proportion of them learn their trades through informal on-the-job training and apprenticeships.

Mechanics and repairmen—the skilled workers who keep automobiles, airplanes, machinery, and household appliances in order—make up one of the fastest growing occupational groups in the nation. Many learn their skills on the job or through apprenticeship training programs. Some workers advance to supervisory positions while specialized training prepares others to advance to sales, teaching, technical writing, and technician jobs. Employment in maintenance and repair work will increase rapidly through the 1970's.

Managers and Proprietors

This work group will increase about 15 percent during this decade, somewhat slower than the rate of growth for all occupations. Opportunities for well-trained, salaried managers will increase because of the growing dependence of business organizations and government agencies on management specialists. However, the number of self-employed managers is expected to decline as larger businesses, such as supermarkets, replace small establishments.

Employers increasingly require beginning managers to have completed college. An able person may be able to work himself up through the ranks, but his promotional opportunities are becoming more limited. The job outlook for industrial traffic managers, purchasing agents, and bank officers is very good.

Semiskilled Workers

The number of people engaged in assembling goods in factories; driving trucks, buses, and taxis; and operating machinery will increase about 11 percent above the 1970 level during this decade, despite technological advances that will reduce employment for some types of semiskilled persons.

Employment of local and long-distance truck drivers will increase moderately over the 70's. There will be opportunities for new taxi drivers primarily because of the high turnover. Thousands of jobs for machining workers will be available in the decade. The common method of entering skilled machining occupations is through apprenticeship—a period of formal, on-the-job training.

Laborers and Farm Workers

Employment of laborers is expected to change little during the 70's. Increased demand will be offset by continuing substitution of mechanical equipment for manual labor. Employment of construction laborers and hod carriers will increase slowly in the years ahead.

Farmers find themselves in an industry that requires ever larger farms, more investment, and better management to stay in business. Agriculture still offers challenging and rewarding careers with larger incomes and better working conditions than it used to, but it offers them to fewer and fewer people.

A good initial background in farming is obtained by growing up on a farm. College training in agricultural business management is of substantial value to today's farmer.

Outlook and Education

What advice can we offer young persons who are in the process of choosing their careers? First, they should not eliminate occupations just because their preferences will not be among the most rapidly growing ones. More jobs will be created from deaths, retirements, and other labor force separations than from employment growth. Replacement needs will be particularly significant in occupations which have a larger proportion of women and older workers. Moreover,

large occupations that have little growth may offer more openings than small, fast-growing ones.

Students should be made aware that in the years ahead employers will seek people who have higher levels of education because jobs will become increasingly complex and require more and more skill. Employment growth will generally be faster in those occupations requiring the most training and education.

A high school education has become a standard for American workers. A high school graduate is in a better competitive position in the job market than a nongraduate. Training beyond high school has been required for some time for many professional occupations, but other areas of work also require more than just a high school diploma. Employers increasingly need better trained workers to operate machinery.

Along with the demand for greater education, the proportion of youth completing high school has increased, and an even larger proportion of high school graduates pursue higher education. This trend will continue. In 1980, high school enrollment is expected to be 21.4 million—7 percent above the 1970 level. College degree credit enrollment is projected at 11.2 million—about 48 percent higher than the 1970 level.

The number of persons in the labor force is a related aspect of job competition. The number of all workers and job seekers will increase about 17 percent by 1980, and young men and women between the ages of 16 and 34 will account for about four-fifths of the net increase. Thus, in the 1970's the number of young workers will increase and these workers will have more education on the average than new entrants of previous years.

With so much competition from young people with higher levels of education, the boy or girl who does not get good preparation will find the going difficult. Employers will be likely to hire workers who have at least a high school diploma. Furthermore, present experience shows that the less education and training a worker has the less chance he has for a steady job. Unemployment falls heaviest on the worker who has the least education.

Education is also highly prized in the determination of income. In 1968, men who had had at least four years of college could expect to earn more than $600,000 in their lifetime — nearly three times the $214,000 likely to be earned by workers with less than eight years of schooling. Clearly, high school attendance pays a dividend. A worker with only one to three years of high school could expect to earn about $31,000 more than workers who had only eight years of elementary education. Someone who had spent four years in high school could look forward to a $94,000 lifetime income advantage.

In summary, young people who have acquired a skill or good basic education will have a better chance at interesting work, good wages, and steady employment. Getting as much education and training as one's abilities and circumstances permit should be a top priority for today's youth. □

YOU MAY NOT AGREE, BUT . . .

No Smoking on School Property

urges **ROBERT W. CORNELL,** *sixth grade teacher, the American School of the International Schools of The Hague, Netherlands.*

□ **Despite the repeated warnings concerning the hazards** of smoking, we *all* continue to smoke. Yes, everyone smokes! Although cigarettes never touch the lips of many of us, we still find ourselves inhaling the smoke from other people's cigarettes and cigars.

An article in the August 1970 issue of *Archives of Environmental Health,* a publication of the American Medical Association, points out that smokers may be harmful to your health. It cited a study which showed that some nonsmokers with a history of allergy develop respiratory discomfort, migraine, or sinus headaches after being exposed to cigarette smoke.

So much for the ill effects of smoke on nonsmokers. What about the smokers? The media daily present information on the harmful effects of smoking on the smoker. Yet, few quit smoking.

However, many smokers sincerely desire to give up the habit, but lack the willpower to do so. Somehow, though, in situations where smoking is not permitted, most of them manage to exist without a cigarette. Schools should create such situations.

In addition to teaching about the potentially dangerous effects of smoking on the smoker and even on his nonsmoking friends and relatives, schools should join the antismoking campaign by adopting a "No Smoking" policy. Such a policy should apply to all areas in and around school buildings. It should apply to students, teachers, administrators, and visitors.

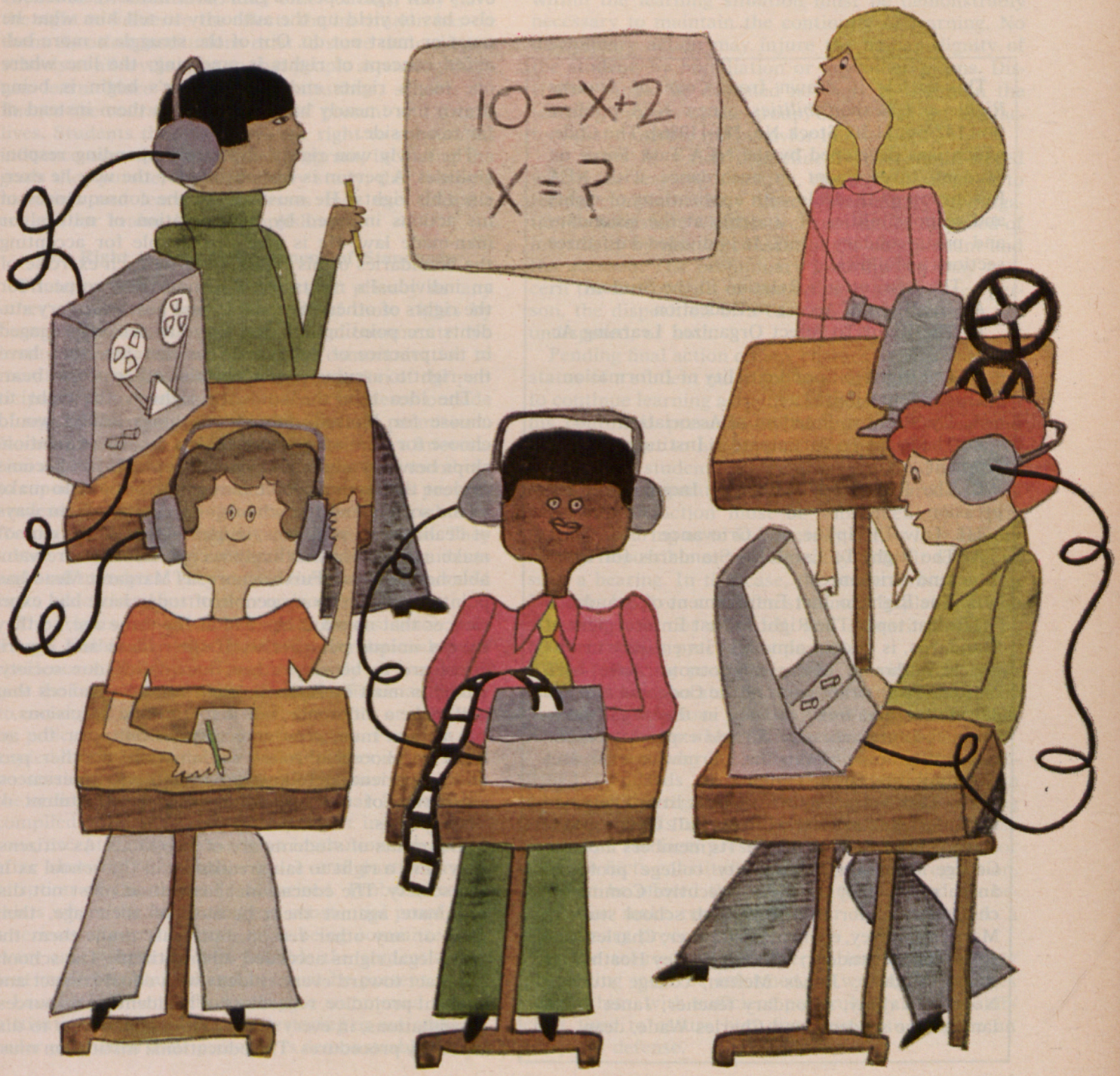
It's been a smoker's world for a long, long time. But times can change. On January 21, 1970, in Geneva, the executive board of the World Health Organization passed a resolution calling on all persons who attended the meeting to refrain from smoking. The resolution stated that everyone "must decide for himself whether he will risk endangering his health by smoking cigarettes," but that the individual "should also have regard to the influence on others of his example." The board also noted that "no organization devoted to the promotion of health can be neutral on the question of cigarette smoking."

Schools should be no exception. The time is ripe to ban smoking in schools—*all schools.* Then nonsmokers in the schools will breathe fresher air. And smokers will surely live through the experience; they may even live longer and get more enjoyment out of life because of the prohibition. □

◆ Journal *editors will be interested in seeing your reactions to this statement.*

YOUR FREEDOM TO TEACH IS THEIR FREEDOM TO LEARN.

Better teachers make better students, and vice versa. That's why the United Teaching Profession is working on a better deal for students and teachers alike. Among other things, we're fighting for higher per-pupil expenditures and higher teacher salaries. They're part of the same package—better education. Expanding membership in Local, State, and National Education Associations insures a secure future for us and the children we teach. The United Teaching Profession understands that your economic security is a part of your academic freedom and that your freedom to teach is their freedom to learn.



Student Rights and Responsibilities

This article is drawn from *Code of Student Rights and Responsibilities*, a new NEA publication [42 pp. $1.50. Stock No. 381-11986]. The Code, which was developed by the NEA Task Force on Student Involvement in accordance with NEA Resolution 69-12, deals with applications of rights and responsibilities of students at the secondary and postsecondary levels. It is divided into three sections as follows:

I. The Institution's Relation to the Student

A. The Right of Access to Education

B. The Right To Affect Organized Learning Activities

C. The Right to Confidentiality of Information

II. Student Affairs

A. The Right to Freedom of Association

B. The Right To Participate in Institutional Government

C. The Right to Freedom of Inquiry and Expression

III. Law, Discipline, and Grievance

A. The Right To Establish Standards for Discipline and Grievance

B. The Right to Just Enforcement of Standards

The last topic, The Right to Just Enforcement of Standards, is quoted almost in its entirety in this article, although extensive footnotes have been omitted. As in other parts of the Code, *must* in the affirmative and *must* or *may* in the negative express absolute necessity. *Should* expresses recommendation, and *may* in the affirmative expresses permissibility.

The Task Force realizes there is little likelihood that most institutions will meet all the proposed standards in the near future. Its members include: George Gumeson, community college professor and a member of the NEA Executive Committee, chairman; Taylor Brelsford, high school student; Marilyn Godfrey, elementary teacher; Charles Gonzales, college student; William Barney Heath, high school student; James Melton, college student; Norman Najimy, secondary teacher; Janet Portolan, college student; and Charles Wade, dean.

□ **A revolution in rights has begun throughout our** society during the last decade. Those who claim rights are being required to recognize the rights of others. A man's right to control other men is being challenged; a man's right to make his own decisions and act on them is being recognized and exercised. The shift from external to internal control is difficult, because for every new right a person gains over himself, somebody else has to yield up the authority to tell him what he must or must not do. Out of the struggle a more balanced concept of rights is emerging; the line where one man's rights end and another's begin is being drawn more nearly half-way between them instead of far to one side.

The newly won rights imply corresponding responsibilities. A person is responsible for the way he exercises his rights: He must accept the consequences of his actions imposed by the operation of natural or man-made law. He is also responsible for accepting the boundaries of his rights, because each exercise of an individual's rights must demonstrate respect for the rights of others. Secondary and postsecondary students are pointing out that they are actively engaged in the practice of living and that therefore they have the right to assume responsibilities other people bear.

The idea that the student's right is the right to choose for himself only those things adults would choose for him is being rejected as a basis of relationships between adults and young people. It has become evident that young people have contributions to make to the society and the schools—in viewpoints, in ways of dealing with problems, in ideas—that adults cannot make and may not willingly accept, but that are valuable nevertheless. Furthermore, as Margaret Mead has pointed out, the young people of today have had experiences that no adult has had at the same age, so they have a unique perspective. If their ideas and experiences are to benefit rather than divide our society, students must exercise the right to make choices that will make a difference, not just "pretend" decisions.

A person must grow into responsibility for the actions he chooses through examination of other people's experiences, followed by his own experiences, evaluation of the consequences, and adjustment of assumptions.

The rights of students are of two kinds. As citizens, they have a right to fair treatment, in the school as in the society. The educational institution must not discriminate against them because of their age, their race, or any other reason, but must grant them the same legal rights accorded other citizens. The schools must act toward every student with equal respect and without prejudice, regardless of his identity, resources, or affiliations, in every matter from admissions to disciplinary procedures. The educational institution must

grant students the rights guaranteed by the Bill of Rights and legal precedent. For example, students of all ages have a right, in disciplinary cases, to be presumed innocent until found guilty and to benefit from the use of fair procedures for determining facts and imposing penalties. Some of the other rights all students derive from their status as citizens are the right to privacy; the right to form groups to pursue their interests; and the right to express themselves, through such activities as planning and presenting programs or reproducing and distributing their writings and other communications.

Other rights of students derive from their status as clients of an institution. Like other clients, they have the right to influence the effects the institution has on them. As other institutions exist to serve their clients, schools at all levels exist so that people attending them can learn. More than most institutions, schools influence the course of their clients' present and future lives. Students therefore have the right to substantial influence over the educational program, including the goals they pursue, the topics they study, the learning materials and learning processes they use, and the criteria for evaluating accomplishment.

The Right to Just Enforcement of Standards

Students have the same rights of privacy as any other citizens and surrender none of those rights by becoming members of the educational community. No institution may use any medium of communication to monitor discussion without the permission of the participants or to photograph students inside or outside of regular learning activities without their permission. No institution may maintain agents to secure information about student activities or deputize staff members to report on or search students. Such practices prevent students from exercising without fear such rights as freedom of speech, of inquiry, and of association. They create distrust among students and between students and staff members. They cannot therefore be condoned in an educational institution or in a free society.

The rights of privacy extend to residence hall living. Nothing in the institutional relationship or residence hall contract may expressly or impliedly give the institution or residence hall officials authority to consent to a search of a student's room or property by police or other government officials. Premises occupied by students, and the desks, lockers, or personal possessions of students must not be searched unless the ordinary requirements for lawful search have been complied with. If necessary to prevent injury to persons, exception may be made on institutional property after showing of probable cause and particular description of the things to be seized. Probable cause exists where the institution has substantial proof that a serious offense has been or is being committed. In every case, whenever it is possible the student's consent must be obtained and he must be present.

Law enforcement officers may be summoned to the institution for the purpose of restoring or maintaining order only when their presence is demonstrably necessary to prevent injury to persons. They may be summoned only with the consent of a standing committee elected by and from the faculty and student body in equal numbers and including an administrator. The committee should not be too large to assemble rapidly. It may consider requests from students, faculty, or administrators, but may not grant any request from any party outside the school.

Any law enforcement officer liable to be dispatched to an educational institution must meet high standards of professionalism, maturity, and ability to conduct human relations.

Any administration of discipline by the teacher within the learning situation must be demonstrably necessary to maintain the continuity of learning. No disciplinary action may injure the human dignity of the student, by humiliation or any other means. Discipline should be designed not only to maintain the learning process of the group, but to weaken the factors that motivate the behavior in question.

In cases in which discipline is not administered within the learning situation, the body designated to receive complaints may make a preliminary investigation to determine whether a charge can be disposed of informally by mutual consent of the complainant and the accused. The preliminary investigation may concern the fact of guilt or innocence of the accused person, the disposition of a case in which the facts are undisputed, or both.

Pending final action on any charges against him, the status of a student must not be altered, nor his rights to continue learning activities suspended, except when his continued presence on campus poses clear and present danger to his physical or emotional safety; to the safety of student, faculty, or institutional property; or to the continuation of the learning process. Any such interim action must be subsequent to a preliminary hearing as to its necessity unless it is demonstrably impossible or unreasonably difficult to accord such a hearing. In this case, the student must within 24 hours be given a written statement explaining why a hearing was not accorded, and a hearing must be held as soon as practicably possible.

The following procedures will provide fair treatment and incorporate the elements of procedural due process in situations involving severe sanctions, that is, suspension for more than one day or expulsion.

1. A person who allegedly fails to meet the established standards of conduct must be notified in writing of the regulations he is accused of infringing and of his rights of due process. If he does not choose to dispute the facts presented, the regulation cited, or that the facts constitute a violation of the regulation, he must be offered the opportunity to amend his behavior or make reparation rather than enter into a disciplinary proceeding.

2. The accused person entering into a disciplinary proceeding must be informed, in writing, of charges against him, with sufficient particularity and in sufficient time to assure him opportunity to prepare an adequate defense.

3. The accused person must have the right to choose whether to be assisted in his defense by a legal counsel or other adviser of his choice, from within or without the institution.

4. The accused person and any adviser he has selected must have access to all evidence against him both while preparing his defense and during the course of the hearing.

5. The accused person must be free from psychological or physical intimidation or coercion and from being required at any stage of the proceedings to give evidence that might incriminate him.

6. The accused person must choose whether his case will be heard by a hearing panel or by a hearing officer.

7. The hearing must be private unless the accused person requests a public hearing.

8. The burden of proof must rest on the party bringing the charge, and he must present his evidence in its entirety before the accused person is called on to present his defense.

9. In no case may the hearing panel or officer consider statements against the accused person unless the accused person and his adviser have been advised in advance of their content and unless they are given an opportunity to confront and question those who made them and to rebut unfavorable inferences which might otherwise be drawn.

10. The accused person must be given an opportunity to testify and to present evidence and witnesses. He must be notified that by choosing to appear in his own defense he waives his right not to incriminate himself with regard to the charges being heard, but that he retains this right with regard to any other charges.

11. All matters on which the decision may be based must be introduced into evidence at the hearing, and the decision must be based solely on such matters. All evidence must bear on the charges stated in writing to the accused person at the inception of proceedings. Improperly acquired evidence must not be admitted.

12. A verbatim record such as a tape recording must be made of the hearing, and the accused person must be provided a copy of all such records.

13. No recommendation that a penalty for an alleged infraction be imposed may be based solely on the accused person's failure to appear or to respond to charges. In such an instance, the party bringing charges is obligated to present evidence of guilt beyond a reasonable doubt if a penalty is to be imposed.

14. The accused person must receive written notice of the decision rendered and the grounds on which it was made.

15. The decision of the hearing panel or officer must be final, subject to the accused person's right of appeal according to the appeal procedures established by the committee on procedures and jurisdictions.

16. The accused person whose appeal is rejected must be informed that he may carry a further appeal to the courts. □

President Morrison Interviews Mrs. King
(*Continued from page* 17)

us as being involved in the total struggle for the liberation of black people and all people who are oppressed in any way. I think that many white people need to be liberated too.

When it comes to the whole question of poverty, the Center—and particularly the institute—will have something to say. We will be involved in developing programs to eradicate poverty. The whole question of peace and war—we will have something to say about that. When you speak of quality education, we have something to say about that, too.

I am very much concerned in seeing complete justice become a reality for *all* persons, both black and white.

Women's rights also concern me. Women make up a large segment of the population that has not been used in a creative way. If more women begin to use their creative powers to help eradicate poverty, racism, war—all these things—then I think we will move along much faster in creating a better society and a better world.

I also feel that women ought to be represented at all levels of decision making, because they have a special kind of contribution to make. They are not a part of the corruption of the past, except perhaps indirectly. With larger participation by women and by the new generation of young people, somehow we can effect the kinds of changes that will bring about the fulfillment of my husband's dream.

Mr. Morrison: In conclusion, would you care to say anything else to the more than a million teachers who receive *Today's Education*?

Mrs. King: The job of teacher is perhaps one of the most important jobs any person could have. The teacher is in a position to influence hundreds, sometimes thousands, of young people whose minds are flexible and who have to make decisions about what they are going to do with their lives. Therefore, I think each teacher should take his responsibility extremely seriously and prepare himself not only to be an expert in his particular area of concentration but to be sensitive to all the problems that keep people from living in harmony and building a creative community or society.

Teachers, I believe, ought to be concerned about the whole question of survival, and I don't mean survival only from the standpoint of nuclear war. The failure of human beings to live together in love and harmony, to contribute to the well-being of others, to develop their own potentials fully can lead to a kind of spiritual death. So what teachers should want to do, should strive to do, is to create better human beings. If we have better human beings, then I think we can surely begin to create a more just, a more equal, a more peaceful society. When that happens, the brotherhood of all mankind can become a reality. □

The Way To Say Good-bye

RICHARD HOLLIS, *English teacher, Millikan High School, Long Beach, California.*

□ **It was the time for the annual reopening of school** —the time for our first child to go off to kindergarten. It was the time for her to say good-bye.

Of course, her mother and I knew what an emotional shock it would be for our girl (not yet five years old, really just four and ten-twelfths) to leave the security of her parents and little brother to go out into the tough, frightening world of strangers. And so we wanted to do all we could to make the parting as easy as possible and to avoid a tear-filled scene.

I knew the trick would be to explain everything necessary to her and then to take her through the separation in a brisk, no-nonsense manner. That was the way to do things like this. She might as well learn the lesson early: Make a break quick and make it clean—walk away without looking back.

In the years stretching ahead of her, there would be many partings from close friends and loved ones. That was the rule of life. Sooner or later she would have to learn the way to say good-bye.

As K-Day drew near, we beamed and said, "You'll have so many nice new friends."

We said, "You'll sing songs and play games and paint and have such a good time."

And we said, "You'll have a wonderful teacher and you will like her so much."

That was our tack: What fun it was all going to be. (No need just yet for her to know that it was a jungle out there waiting for her.) With the right preparation we would avoid the last-minute clinging, the clutching, and . . . the tears.

However, her response was not reassuring. She was more quiet than usual. Her countless projects and activities abruptly dwindled to nothing as if she were all burned out. I would cast furtive glances at her for signs of nail-biting or a quivering chin, but saw only enigmatic stares. She showed more enthusiasm in cleaning up her room than in answering my questions.

The eve of the big day brought something else. "I'm just not sleepy," our girl said again and again until almost one a.m., when she finally went to sleep. Once more I realized how fortunate it was that the school where I taught would not open for another week, and that therefore I would be on hand to see her through her worst time.

Despite our apprehension, things began well enough the next morning. Our girl seemed more concerned about her immediate problems than about the fact that she was leaving home. First there was the question of what dress to wear. Next came the task of getting her snack of vanilla cookies and an apple into her lunch box. I figured the poor child was terrified but just wouldn't show her feelings. It was a very brave performance.

We got away from the house without incident. Making no effort to restrain myself, I admitted that our girl certainly looked pretty in her new pink dress with white lace trim, which complemented her perky hairstyle, big brown eyes, and rosy cheeks. (I wasn't counting the serious look on her face.) She carried her lunch box—a conservative plaid job with no cartoons or TV folk around the sides—with the dignity of a seasoned schoolgirl.

Her little brother, three years old, carried a plastic model of the "Spirit of St. Louis." Walking a few paces behind the children, their mother and I, proud as we were, carried only distended wrap-around grins, almost unbearable weights at that spread.

It was a fine day for the walk—clear and fresh, with a bright September sun. But the street probably never seemed longer to our girl. Passing all the fa-

(*Continued on page* 63)

As announced in the November issue, this story won the $350 third prize in the 1971 Today's Education Teachers' Writing Competition. Prizes were supplied by the Reader's Digest Foundation.

For other outstanding school stories, see *Schools are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning,* an NEA publication. 1971. 193 pp. $3.50, paper (Stock No. 381-11960); $5.25, hard cover (Stock No. 381-11958).

Swimmer-Training Institutions

R. W. O'DONNELL, *assistant professor, Department of Early Childhood-Elementary Education, University of Maryland, College Park.*

□ **Because teacher training has become** phenomenally successful at producing great teachers, it seems obvious that the education curriculum might well serve as the model for any new curriculum. Suppose, for example, that we set up an institution for higher learning that would prepare students to become swimmers. After two years of liberal arts education, their courses would probably be:

Swm. 100: History of Swimming in Western Civilization.

Swm. 102: History of Swimming in the United States.

Swm. 107: Philosophy of Swimming.

Swm. 108: Logic of Swimming.

Swm. 110: Human Development and Swimming. (Each student will report once a week for two hours at a public pool, where he will choose a child, observe him around water and lifeguards, and write a case study based on his findings.)

Swm. 111: Foundations of Swimming.

Students who wish to work with younger children would take the following methods courses:

Swm. El. 105: Floating.

Swm. El. 121: Kicking.

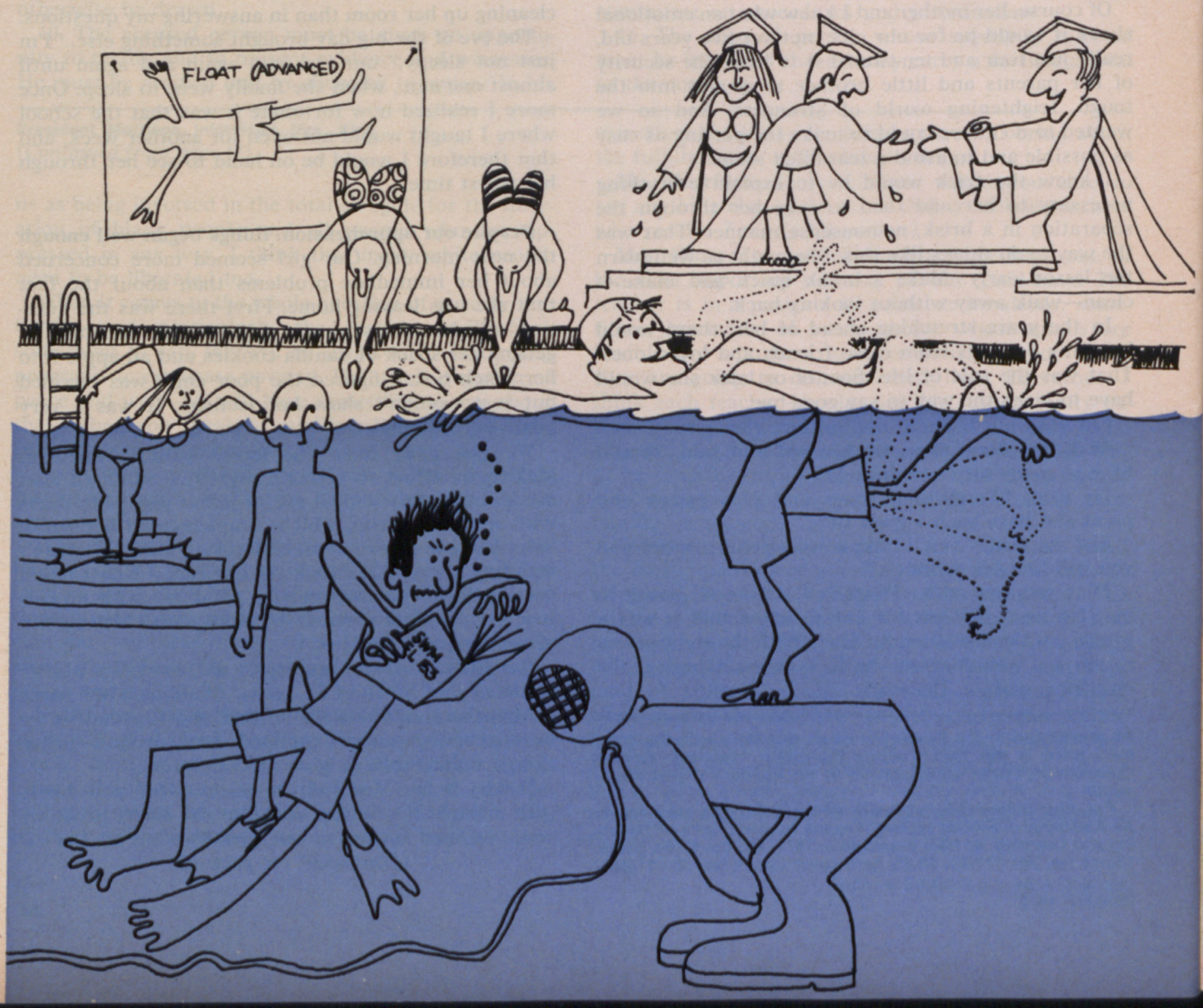
Swm. El. 122: Arm Strokes.

Swm. El. 126: Underwater movements.

Swm. El. 153: Synchronized Breathing.

Since this curriculum is modeled on teacher training, the methods courses are necessarily strictly theoretical. For instance, a student in the floating course reads various textbooks and articles, and then the instructor tells what it was like when he used to float. Several written tests are given to check factual recall of the readings and lectures. After all, it would be inane to take students into the water to see if they can really float, particularly when this fact will be discovered in Student Swimming (Swm. El. 149).

At one time, the famous instructors



Gill (floating) and Finn (kicking) contemplated combining their courses, thus enabling students to relate floating and kicking. However, scheduling proved impossible, and further discussion revealed that Dr. Gill didn't agree on the kicking method advocated by Dr. Finn.

After two semesters of these professional swimming methods courses, students are ready for student swimming. Now in their last year, they have an opportunity to combine all their courses—*in water!*

Highly trained supervisors, some of whom have two years of swimming experience and are working on advanced degrees, meet the students at various pools, lakes, and rivers for a brief orientation period. After this, the students are obliged to begin swimming on their own. Of course, some will be afraid, some will float and kick in shallow water for different lengths of time, others will go in deep water (wearing life-jackets), while still others must be thrown in.

Needless to say, some will drown and others will become so terrified that they will never try swimming again. (Many of the latter will become presidents of swimming associations and serve on Boards of Public Water Sports to guide professional swimmers and decide policies for public pools, thus remaining in the "swim biz.")

Once students without fear of water have completed their student swimming experience, their ability to swim will range from barely keeping their heads above water to expert swimming. All will receive the grade of "Satisfactory."

One instructor in the College of Swimming feels that it would be better for students and the swimming profession if some students were to be directed to other fields. These would include students who have a definite dislike for water; who can't learn to float, kick, stroke, and synchronize breathing, *in water,* while taking their course work; and who can't demonstrate the combination of all these (swimming) at an acceptable level.

It is doubtful that anything will be changed, though, for several reasons: The dean of swimming knows that an increase in enrollment is one of the most effective arguments for an increase in appropriations; some instructors believe that raising the number of facts to be "learned" in their courses will produce better swimmers; and unfortunately, the faculty can't agree on what constitutes good swimming. □

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

Further details about the research summarized here can be obtained from individuals or organizations mentioned in the summaries.

Does research point to any one teaching method as being the best?

Not in higher education, anyway, according to Wilbert J. McKeachie, former chairman of the Department of Psychology, University of Michigan, Ann Arbor, who has reviewed the research on college teaching from 1924 to 1970. His findings are of interest to secondary as well as college teachers.

From his study, he says it is clear that there is no one best teaching method for all goals, students, or teachers. However, research indicates that, other things being equal, small classes are probably more effective than large, discussions more effective than lectures, and student-centered discussions more effective than instructor-centered discussions for the goals of retention, application, problem solving, attitude change, and motivation for further learning.

Do basic differences in intelligence exist among racial and ethnic groups?

Not according to recent research by two social scientists working independently. Their studies show that any differences in intelligence and achievement test scores among various racial and ethnic groups can be attributed to social and economic factors.

"These new findings disagree with the well-known conclusions of California psychologist Arthur R. Jensen and physicist William Shockley," said Edward J. Casavantes of the U.S. Commission on Civil Rights at the recent annual meeting of the American Psychological Association.

"Many social scientists have always felt there were no basic intelligence differences between racial and ethnic groups, but until these two new studies, there has been an absence of broad-based scientific data," said Dr. Casavantes. The studies were done by Jane R. Mercer, a sociologist at the University of California, Riverside, and George W. Mayeske of the U.S. Office of Education.

Dr. Mercer's seven-year, $375,000 study included 1,500 Mexican American, black, and Anglo students in regular classes and classes for the mentally retarded in Riverside, California, public schools.

She found that many of the students in classes for the mentally retarded, though scoring low on IQ tests, "were very intelligent in their behavior in the community." Dr. Mercer found the IQ test score was influenced by the socioeconomic conditions of the Mexican Americans and the blacks.

Those Mexican Americans and blacks, for example, whose families were like middle-class white Americans in Riverside had IQs that matched the whites. Those who lived in crowded, substandard housing, whose parents didn't speak English, and who weren't expected to do well in school, fared badly on the IQ tests.

"The IQ test as it now stands," she said, "measures 20 percent to 30 percent cultural background. . . . The difference between the average test scores of black and Mexican American students and the scores of white middle-class students can be accounted for by environmental factors."

Dr. Mayeske studied achievement test results of 123,000 students from across the country to find out why whites, on the average, did better than minority group members—Orientals, Indians, Mexican Americans, Negroes, and Puerto Ricans.

"The differences among the racial-ethnic groups approach zero as more and more considerations related to differences in their social conditions are taken into account," he reported.

The most important aspect, Dr. Mayeske found, was how much the student was motivated by his family to do well in school.

YOUR PERSONAL FINANCES: A RATHER SPECIAL PROGRAM

NEA Executive Secretary Sam Lambert Discusses NEA Special Services.

☐ **It is becoming increasingly expensive** *not* to belong to the United Teaching Profession.

Now here's what I mean. Most of us have long realized the professional desirability of being an Association member. But now more teachers are also becoming convinced that, economically, they can't afford to stay outside the fold. Why? Because something new has been added to the 114-year-old NEA: its Special Services Program.

A mere 10 years old, this fledgling has grown amazingly in the last few years. Teachers are becoming aware they can often save as much money on a few of the services—sometimes even on one—as membership costs in the United Teaching Profession.

The NEA Special Services Division attempts to offer—quite successfully, I think—some kind of economic break for everyone. I'm an enthusiastic participant in most of the programs myself, and if I were the age of the typical American teacher, I'm sure I'd be in the others. For I'm sold on the idea that there's really something special about these services as the program's name might imply.

It is easy to understand how NEA, in cooperation with state and local affiliates when possible, can offer some real financial bargains. In the first place, we have the mass purchasing power of the nation's largest professional association. And you and I, for the most part, are better credit risks and have lower mortality rates than persons in most other occupations.

These points, plus the fact that the Association is a nonprofit organization, have made it possible to provide services in a number of fields, each with a genuine economic advantage to members. These services include low-cost life, accident, in-hospital, and homeowners insurances; tax-deferred annuities; books available at discount; and negotiated group insurance programs for local associations. The combined participation in these seven programs last year was about 225,000.

Another advantage of the Special Services Program is the absence of the hard sell. You can decide about most of them in the teachers' lounge or the cafeteria, en route to work, or in the privacy of your home. As for life insurance, you won't encounter a salesman like the one who, after failing to complete a sale, left the prospect with the comforting thought: "You needn't decide tonight. Sleep on it and, if you wake up in the morning, call me."

Life insurance, the oldest of our Special Services, is one I'm particularly proud of. Did you know the NEA Life Insurance Program is the largest voluntary, association-sponsored program in the nation, with $1.5 billion of insurance in force? Arnold Wolpert, director of our Special Services Division, says the last annual report shows a net gain of 53,770 members and dependents insured, bringing the total enrollment to 252,861.

After comparing NEA's Life Insurance Program with other similar large programs, specialists have concluded that ours definitely provides more protection for less money. In fact, the cost in relation to the benefits received per premium dollar is among the lowest for this kind of protection that you can find anywhere. One of the reasons is because the program is sold and serviced solely by mail, eliminating sales commissions and other costs. Because of the way it is set up and administered, the program operates just a shade above net cost.

My signing up for an NEA policy, I recall, was greatly influenced by a declining term policy I once bought to cover the remainder of the mortgage on my home. When I saw that the NEA policy was a much better buy than my other term insurance had been—and more attractive than a policy I was considering with another company—I was convinced.

Chances are good that my insurance coverage—and yours—will become increasingly valuable. The money we pay in, less the modest administrative costs, is paid out in benefits, retained as a reserve for stability, or plowed back in the form of improvements or rate reductions. Since 1961, improvements in the program have been made 10 different times at no increase in cost to the teacher.

Another program—Accidental Death and Dismemberment — hardly leaves room for improvement. Costing only $19 a year and good from the minute your application is postmarked, the policy is a real bargain, the best buy in its field.

I found my way into this program via the insurance booths at airports. The cost of insuring for each flight began to trouble me, and I felt there must be a cheaper way.

I first examined a longer-term policy, issued by a firm whose name is an airport word, but I found it couldn't compete with NEA's AD&D. As the Special Services people say, this pacesetter program (the only one of its kind offered by an education association) "offers lifetime, all-family accident protection around the home, around the clock, around the world."

One of my relatives enrolled for six months just to cover a two-month auto trip to the West Coast. Many who go into the program to cover a specific, temporary situation remain because of the day-to-day protection wherever you are.

AD&D is one of the first three-tier protection programs—commercial carrier (plane, train, bus), auto, and home. I sometimes remark, tongue in cheek, that you can "choose the way you want to go." The program is even sounder than Gibraltar, for the Prudential Insurance Company reinsures it with world-famous Lloyd's of London.

Policies provide up to $100,000 for death while a passenger in a public conveyance, $30,000 while in an auto or as a pedestrian, and $12,500 in other accidents. A surviving child received in trust $94,703 after his father and mother were killed in a bus accident while on Christmas vacation in Mexico a few years ago. Payment was made to an insured member whose spouse was killed while threshing grain. About 90 percent of payments go for deaths or dismemberment in auto accidents, however.

We sometimes remark that a certain incident was "a happy accident," but the ones we are discussing here are never happy ones. However, an AD&D policy can make some accidents seem much less unhappy than they otherwise would be.

The In-Hospital Income Plan, Special Services' newest venture, helps

lighten one's worries, too. Providing tax-free supplemental income of $20, $40, or $60 a day during hospitalization, regardless of any other insurances, this plan offers a bulwark against depletion of one's savings or the necessity of plunging deeply into debt.

Since hospital costs have risen faster than almost any other service and the average hospital stay now costs $500 to $1,000, such adverse developments are not entirely imaginary. When my sister broke her leg a few years ago, the situation was quite different with her, for this math teacher had done some figuring: She had fortified herself with two in-hospital income policies in addition to hospitalization insurance. She jokingly tells her colleagues, "I almost enjoyed my illness."

NEA's hospital plan is chock-full of good features—benefits begin the first day of hospitalization, the policy is renewable for life, there is no termination because of the number of claims submitted, and double hospitalization benefits are provided for cancer patients. Remarkable in these inflationary times, this two-year-old program not only was improved in the fall of 1971 but the rates were reduced 14 percent.

Homeowners Insurance has been developed and is underwritten by the Horace Mann Life Insurance Company. The types of situations covered are almost unbelievable. Not only may losses from fire and lightning and wind and hail be covered but also such losses as those caused by faulty heating, theft, riot, and vandalism. You can even insure your trailer, if you have one, or protect yourself against misuse of lost credit cards. And you can collect for loss of luggage under the off-the-premises personal property coverage.

As an NEA staff employee, I'm not eligible for the Tax-Deferred Annuity Plan, but it incorporates the two aspects I consider most important in a savings program: saving regularly and having the money withheld from your paycheck. By authorizing your employer to set aside a portion of your salary to purchase you an annuity, you avoid having to pay federal income tax on that money while you're in a higher tax bracket. When you receive the monthly annuity checks after retirement, your tax rate will probably be much lower. For one of my friends, the tax rate would be about 15 percent after retirement, compared with 30 percent if he took the money now.

NEA offers a guaranteed annuity policy underwritten by Horace Mann as well as a variable program that invests in the NEA Mutual Fund. Under the variable plan, retirement income payments fluctuate with the market value of the securities held. Here the objective, of course, is to outrun—or at least keep pace with—inflation.

The Discount Book Program is one of the Special Services I'm especially glad to see growing. I think Elbert Hubbard was about right when he said that "this will never be a civilized country until we expend more money for books than we do for chewing gum."

This NEA program expanded from one publisher the first year to seven publishers this year. The volumes, often bought as Christmas gifts for family members and friends, young and old, are favorites of book lovers and reviewers throughout the nation. They range from *Charlotte's Web* and *Mandy* to *The Exorcist* and *The Bell Jar.*

The Negotiated Group Insurance Program isn't something you can send in an application for, but you may profit from it, nevertheless. Underwritten by the Insurance Company of North America, it provides a high quality, reasonably priced insurance designed for local associations to suggest for their school districts during contract negotiations. The program provides consultation and assistance in all aspects of group insurance without cost or obligation.

If your district is among the increasing number taking advantage of this program or if you participate as an individual in other Special Services, I'm sure you're going to agree that it pays to belong to the United Teaching Profession.

Currently, I am participating in three of the programs and seriously considering a fourth. These four programs will save me a conservative $206 a year. □

CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers and other consultants whose training and experience may enable them to contribute illuminating insights. This month we also present a student's reaction.*

How can a teacher cope with pornography in the classroom? I have not found a satisfactory answer to this question even though I have asked my friends for their views since this incident took place in my class.

My eighth grade students show varying degrees of maturity: Some are still quite childish, while others appear to be rather sophisticated.

One morning, just as my homeroom students took their seats, one of the more immature boys waved his hand to get my attention. "What is it, David?" I asked.

"Guess what I got in the mail yesterday," he said. With this, he held up what appeared to be a folded ad of some sort.

"What is it?" I inquired, though in a moment I wished I hadn't asked.

David opened up the folder for all of us to see. I suppose my face revealed my shock and amazement, for the leaflet, which was obviously advertising a pornographic book, contained several photos depicting sexual activities.

I fairly ran to his desk, snatched the leaflet from the boy's hand, and quickly folded it. But, of course, the students sitting nearby had seen it. Many of the girls were obviously embarrassed; a few looked terribly shocked. Some of the boys laughed and exchanged knowing glances. Obviously, they had seen this type of material before.

I put the folder in my desk drawer and tried to ignore the commotion in the room. David continued to wave his hand, but I steadfastly continued to ignore him.

After class, he stopped by my desk and asked for the folder. I told him I would talk with him about it later on but that for now I was not going to return it. When school closed for the day, I took the folder to the post office to register a strong complaint that such material was being sent

through the mail to young people. The postal authorities advised me to take up the matter with the boy's parents since they would be the ones to take any action. This I decided not to do.

Evidently someone told David not to ask for the folder again, because he made no further mention of it.

In retrospect, I wonder how I could have handled this situation more effectively. I certainly didn't help David, an average student but very immature boy. Should I have held a class discussion on pornography? Should I have taken the folder to the principal or called David's parents? How would an experienced teacher have handled a situation like this?

Consultants' Comments

The teacher handled the classroom problem perfectly. She acted promptly to eliminate the source of a potential disruption—the frank photographs. She showed good judgment in not pursuing the subject in class. Why blow up a relatively trivial incident by compelling the students to discuss pornography? If a student is caught throwing paper wads, would the teacher initiate a discussion on guided missiles?

However, I do not understand why the teacher registered a strong complaint with the post office. Of all possible actions, this surely was the most futile. What business was it of hers? Furthermore, she has only the student's word that he received the photographs through the mail; he could have gotten them anywhere.

The teacher handled the problem capably. But I gather she was far more upset at the photographs than any of her students.

—**Robert C. Longe,** *English chairman, Southfield-Lathrup High School, Lathrup Village, Michigan.*

During the first meeting with this class, an experienced teacher would have identified David as an acting-out kid, overcompensating for a lowered self-image. She would have firmly but amicably established her criteria for acceptable behavior. Her students would know from her manner as well as words that she expected courtesy and respect from all of them. This would have established a basis of strength for all, something especially significant for an uncertain person like David.

An experienced teacher would also go out of her way in informal situations in the hall and lunchroom to find out why a boy like David would use socially unacceptable ways of behaving. She would anticipate what he might do, thus forestalling it so as to save both him and other students from embarrassment. She would talk with his parents and counselor. She would be aware of the many doubts that 13-year-olds have about their ability to achieve manhood; she would try to bolster his self-confidence.

For all his "immaturity," David knew how to arouse his teacher's insecurity and fear. If she had objectively met his lack of respect for the feelings and attitudes of those present, she would not only have defused an overcharged situation, but more importantly, she would have shown him that his action did not produce the effect he had intended. If, in addition, she could have moderated an objective discussion about pornography, all the students would have grown in social awareness.

Unless I had more than one incident for evidence, I would not bother the principal. I would consider it my job to handle this discipline problem myself.

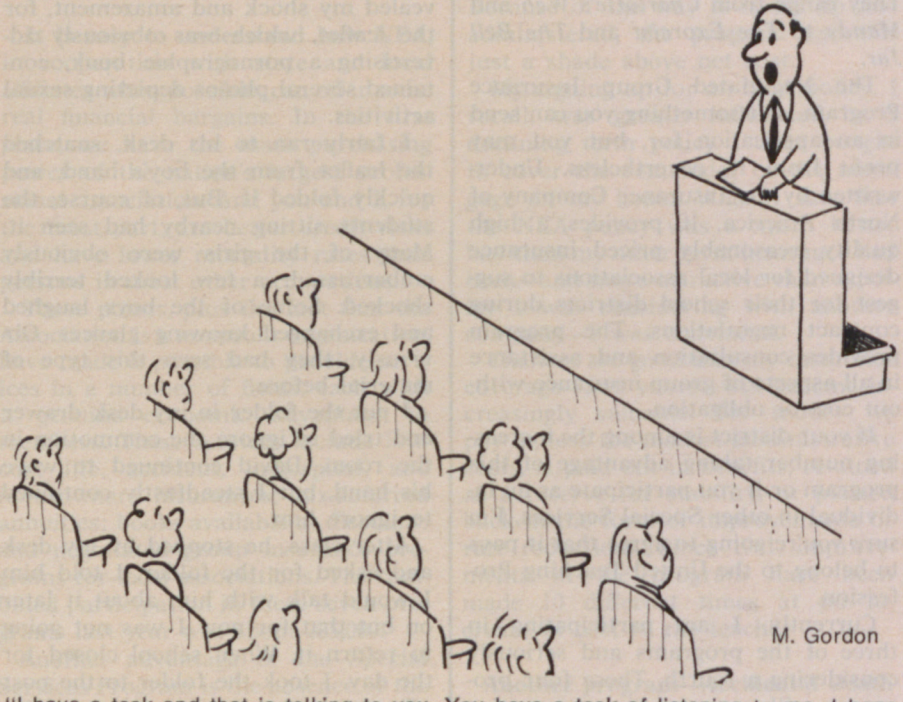
—**Laura S. Johnson,** *reading consultant, Evanston (Illinois) High School.*

Pornography is a delicate subject, and fortunately the teacher realized this. She did about the only thing she could have done at the moment.

When something like this occurs in class, the teacher should talk with the individual student, stating why pornography and pornographic materials are wrong. The teacher might explain that a student intrudes on the rights of others when he displays such materials—especially on the rights of the young girls in the class. If a boy doesn't understand this, a class discussion showing the reactions of other students might be helpful.

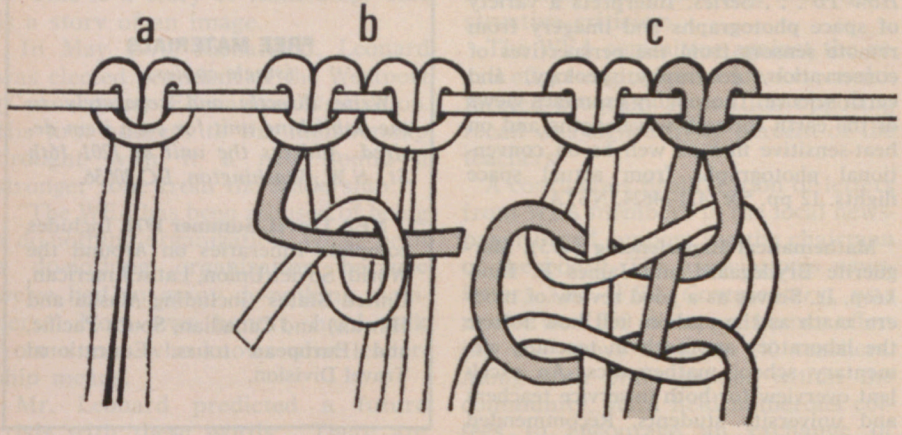
I am sure that such incidents will continue until laws against pornography are better enforced.

—**Paul A. Ewing,** *senior, Cañon City (Colorado) High School; state president, Future Teachers of America.*



"I have a task and that is talking to you. You have a task of listening to me. I hope you do not finish before I do."

LET'S BE CREATIVE: ANCIENT ART OF MACRAME



This is the third in a series of articles on creative art and musical activities that elementary school teachers without special expertise can use with their pupils. The National Art Education Association and Music Educators National Conference, both NEA national affiliates, have cooperated in the preparation of this series.

□ **Macrame (mak-ruh-may) artwork** made of cord by tying knots in imaginative combinations has captured the enthusiasm of people everywhere this year. Cord, twine, and rope, usually associated with prosaic domestic and industrial uses, are being shaped by young and old alike into creative and expressive art statements, opening new avenues of exploration for the classroom.

Macrame, which means "fringe," is said to have originated in Arabia in the thirteenth century and was used primarily as a finishing touch on the edge of a piece of woven material.

Macrame involves very simple materials and the tying of only two basic knots—the half hitch (figure b) and the square knot (figure c). Every Boy and Girl Scout is familiar with these simple knots.

The student's desk or classroom table offers ample space on which to work. Provide cord or twine, scissors, short rod, and masking tape—and the student is ready to begin the knotting operation.

A small wall hanging is a good beginning project. Using the rod as a base, the beginner has an opportunity to learn the basic knots, try several designs, and create a finished piece before he loses interest in them. There is no limit to the kinds, sizes, and colors of cords which can be used—both the natural and man-made varieties. (Natural cords are cotton, sisal, linen, wool, and silk. Man-made cords include rayon, nylon, plastic, and polyethylene.) Cords of all varieties are found locally in hardware stores, cordage companies, marine supply houses, weaving supply companies, and craft supply shops.

A hard twisted cotton cord is a very good material for the beginning student to use for knotting. Wooden, glass, or ceramic beads; shells; plastic objects; and pieces of wood may be worked into the design of the macrame for additional texture and interest.

Eight to 12 cords, each approximately 6 to 8 feet long, provide ample material for the intermediate grade child. These cords are folded in half and attached (with holding knot—see figure a) to the rod or cord base, offering the student twice the number of strings with which to work.

A diagram of the two basic knots should be provided each student, who should do practice work until he has a good understanding of both. It is difficult to estimate the lengths of cords needed for specific works. However, one should usually start with cords that are four to six times the length of the finished piece.

Macrame offers the child unlimited design possibilities and challenging outlets for his creativity. The mental discipline and order necessary to knotting is challenging and satisfying to most students. Through involvement in this structured and highly ordered art form, the student gains confidence, pride, and satisfaction in his own creative efforts.

Macrame can be used to make a variety of objects: decorative wall hangings, room dividers, purses, belts, pillow covers, and experimental sculptural forms.

—Clem Pennington, *elementary art consultant and teacher, Dade County public schools, Miami, Florida.*

References

Graumont, Raoul and Hensel, John. *Encyclopedia of Knots and Fancy Rope Work.*

Harvey, Virginia I. *Color and Design in Macrame.*

Harvey, Virginia I. *Macrame: The Art of Creative Knotting.*

Meilach, Dona Z. *Macrame: Creative Design in Knotting.*

Phillips, Mary W. *Step-by-Step Macrame.*

Short, Eirian. *Introducing Macrame.*

NEW NEA PUBLICATIONS AND AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please use stock numbers when you use a purchase order form.

Code of Student Rights and Responsibilities (#1). Results from a directive of the 1971 NEA Representative Assembly to study further the rights and responsibilities of students and the causes of student unrest; to develop a definitive statement on student rights and responsibilities; and to design action programs to ensure that the basic rights of students are not jeopardized. 42 pp. $1.50. 381-11986. NEA Task Force on Student Involvement.

Faculty Salary Schedules in Community-Junior Colleges, 1970-71 (#2). Research Report 1971-R9. Reviews current salary scheduling practices, lists minimum and maximum salaries by institution, and reproduces five examples of schedules. 53 pp. $1.50. 435-25482. Research Division.

How To Handle Radioisotopes Safely (#3). John W. Sulcoski and Grafton D. Chase. Part of NSTA's *How To . . . Series.* Contains complete instructions for handling radioisotopes safely in a high school laboratory—from initial licensing procedures to disposal of radioactive wastes. 12 pp. $1. 471-14616. National Science Teachers Association.

How To Study the Earth from Space (#4). Robert E. Boyer. Part of NSTA's *How To . . . Series.* Interprets a variety of space photographs and imagery from remote sensors from the perspectives of conservation, geography, geology, and earth science. Thoroughly examines views of the earth through wavelengths and on heat-sensitive film as well as on conventional photographs from actual space flights. 12 pp. 50¢. 471-14624. NSTA.

Mathematical Experiencing (#5). Marguerite Brydegaard and James E. Innskeep, Jr. Serves as a good review of modern math as the authors tell how to use the laboratory approach in teaching elementary school mathematics. An excellent overview for both in-service teachers and university students. Recommended K-6. 32 pp. $1.25. 281-08892. American Association of Elementary-Kindergarten-Nursery Educators.

Revolution in the British Primary Schools (#6). Sir Alec Clegg. Gives an account by one of Britain's leading educators of the changes that have taken place in the British primary and infant schools over the past two decades and how they came about. Foreword by Charles E. Silberman. 48 pp. $2.50. 181-05600. National Association of Elementary School Principals.

Schools for the 70's: Complete Library (#7). Is a package containing one copy of each of the following 15 titles (10 paperback books and five cassette tapes) available at a special reduced rate for those who want the complete library of the Schools for the 70's program. The paperback books: *Curriculum for the 70's, Decision Making and Schools for the 70's, On Staying Awake, The Practical, The Reform of Urban Schools, A Selected Guide to Curriculum Literature, The Study of Curriculum Plans, Values and the Curriculum, Schools for the 70's and Beyond, Teaching Toward Inquiry.*

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This special discount offer is limited to one complete library per customer. Regular value is $57.50. Reduced price: $44.75. 388-11920. No further discount. Division of Instruction and Professional Development.

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NEA Travel, Summer 1972. Includes complete itineraries on Around the World, Soviet Union, Latin American, United States (including Alaska and Hawaii) and Canadian, South Pacific, and European tours. Educational Travel Division.

Selected Field Hockey and Lacrosse Articles (#8). 128 pp. $1.50. 243-25162. American Association for Health, Physical Education, and Recreation.

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Softball Guide 1972-74 (#11). 145 pp. $1.50. 243-25156. AAHPER.

The Student's Day in Court: Review of 1970 (#12). Research Report 1971-R8. Reviews court decisions on school desegregation, pupil discipline, pupil injury, and religious issues. 106 pp. $2.50. 435-25480. Research Division.

Swimming Technique Charts (#13). Thirteen charts. $3. 243-25130. AAHPER.

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LOCAL ASSOCIATION OF THE MONTH: WESTPORT EDUCATION ASSOCIATION

□ **This is a story of leadership. This** is a story of an image.

In May 1970, Richard C. Leonard was elected president of the Westport (Connecticut) Education Association. His first address to the membership brought with it a new sound—a stronger tone from the leadership.

"The WEA has been accused of being a do-nothing organization. We've been a do-nothing organization because we've had so many do-nothing members." Here was honest, hard talk from a man who knows what leadership means.

Mr. Leonard predicted a future crisis with these words: "There are forces in this community . . . which have not only been unleashed; they have also been unmuzzled." He envisioned his challenge in this way: "I actively sought this job as your president partially because I thought I might be able to bridge the gap between the extremes in our own community."

The final focus of his address turned to the image of the WEA: "We must cease to think of ourselves as do-nothings and begin to do things which make the community a better place in which to live, learn, and teach."

It's been an eventful year since those statements were uttered.

On December 7, 1970, the board of education approved by a three to two vote an administrative recommendation derived from an Urban Coalition study. This included a program, Project Concern, which would begin by busing 25 black children from Bridgeport to an elementary school in Westport.

Within days of the vote, a recall committee of Westport citizens had organized to seek the ouster of board chairman Joan Schine. The committee charged that "the smokescreen of Project Concern is being used to alter the quality and character of all our schools."

WEA President Leonard, through his executive board, organized a committee to support Joan Schine and to oppose any recall attempt. Members of this committee felt that the recall group was misusing the right to recall, thus posing a threat to democracy. They perceived a retrogressive movement that was generating ardent, destructive criticism.

The WEA committee against the recall effort engineered a low-key, multifaceted program. A petition opposing recall was signed by 95 percent of the teachers.

A continuous proliferation of letters from WEA members to the local newspaper urged support for the chairman of the board. The association's newsletter, *The WEA Commentary*, was mailed to 7,000 Westport homes offering the views of some 40 teachers. Along with other groups within the community, WEA held numerous coffees to encourage an exchange of thought and concern among the various interests. The WEA committee, meanwhile, contemplated legal action to halt the recall.

At about the same time, two residents brought a suit against the recall committee, charging that their signatures on the recall petition were obtained illegally through misrepresentation. In order to circumvent the delay caused by the court injunction which followed, the recall committee circulated another petition with an additional claim that the board of education chairman "spearheaded a move to open the schools of Westport to the education of pupils from Bridgeport against the interests and desires of the citizens and Westport."

Shortly after it succeeded in garnering a second set of petition signers, the recall committee was again challenged in the court. The second suit was filed by a WEA member and a parent. They claimed that an agent of the state board of education could not be subject to the town's charter in its recall clause. Furthermore, they held that the recall committee was attempting to hold a referendum on a question under consideration by the board of education which was contrary to a court decision in an earlier case (Milford, Connecticut).

WEA President Leonard was subpoenaed to describe the destructive effect that the recall effort was having on teachers throughout the system. On the one hand, the attorneys for the defense attempted to portray Leonard as the major factor in causing a "chilling effect" on education, and on the other hand, they charged that he was inflammatory in his drive to stir up opposition to recall.

After four days of testimony and one week's deliberation, the superior court judge issued a permanent injunction prohibiting recall. He wrote that school board members are agents of the state. Because they are not municipal officers, they do not come under local recall provisions.

On April 7, 1971, four months after it all began, WEA President Leonard issued these thoughts: "Relationships among people are fragile things. There is a bond of trust which must exist among parents and teachers and children in an excellent educational system such as Westport has enjoyed. The sharp edge of recall nearly severed that bond.

"May all moderate groups work now to repair that bond, to reestablish that trust, to recognize that fragility, and to nurture our working together in love as a community rather than in hostility, separate and apart."

This was the story of leadership. This was the story of an image.

—Lloyd W. Stableford, *social studies teacher, Long Lots Junior High School, Westport, Connecticut; former vice-president for communications, WEA.*

"Which courses should I take to retire at thirty?"

WHAT'S THE SCORE ON: BLACK STUDIES?

□ **Since its inception, Black Studies** has had a precarious existence, but it is alive as a discipline and thus far has gone in several directions.

But where is it headed now and what is its present status? To answer these questions, the UCLA Center for Afro-American Studies in cooperation with the Department of African Studies at the University of Kansas undertook a massive study to determine the impact of the discipline on four-year colleges.

The survey, which was representative though not exhaustive, found that 45 percent of the 72 schools responding had courses in Black Studies, and another 8 percent were planning to offer courses in the future.

Interestingly, there is no special pattern to the development of Black Studies. For instance, among the predominantly black colleges, Grambling has Black Studies but Alabama A & M does not. This difference may reflect an integrated approach at Alabama A & M. Among predominantly white colleges in the South, Louisiana State is without Black Studies while there is a program at Tulane University.

Who teaches Black Studies? Despite the intense agitation a few years ago around this issue, the percentage of nonblack teachers is higher than that of black teachers. The basic reason seems to be that when departments were initiated there were not enough blacks to go around. Furthermore, in many small midwestern communities, Black Studies must depend on the available teachers.

The growing academic and administrative leadership offered by African teachers is worthy of comment. Frequently an African has been the only candidate with a Ph. D. and thus qualified for the position of director or chairman, so in ever increasing numbers African scholars, such as the Sierre Leonean George Roberts at University of California, Irvine, and the Nigerian Edward Isibor at Cleveland State University, are providing leadership.

On the whole, more black students than white take college Black Studies courses. However, in some colleges, especially where black enrollment is small, more whites are taking the courses.

There are several types of Black Studies programs. In some colleges, there is a cultural emphasis; in others, a research interest; in still others, a departmental focus; and a few programs, such as UCLA's Center for Afro-American Studies and Cornell's Africana Research Center, combine these emphases.

At the University of Pittsburgh, Jack Daniel has initiated a department of Black Community Research. At Howard University, Russell Adams is attempting to develop a model program for predominantly black institutions. A consortium, headed by Carl Mack of Berkeley, exists among the various campuses of the University of California.

What about Black Studies below the college level? In an NEA Research Division survey of a sample of public school teachers, only 1 teacher in 5 (but 1 in 3 teachers in urban systems) reported that Black Studies was a part of the high school curriculum in their districts. Forty-four percent of the teachers in systems having Black Studies said that it was integrated with other subjects; 47 percent, that it was an elective subject; and 9 percent, that it was a required subject.

Publishing companies have been turning out more books dealing with blacks and other minorities than ever before. In fact, several companies handle only ethnic materials.

Teachers are having to educate themselves in a piecemeal fashion as to which books are worthwhile and which are not. Those who have had no training in choosing or presenting multiethnic materials cannot be expected to select the best materials or the ones with correct factual data.

The Black Studies programs in the elementary and secondary schools are basically alike with one exception: the element of student activism. (For example, in recent years, black high school students have demanded chitterlings in the cafeteria at a midwestern school and some "soul" in music appreciation at many schools.)

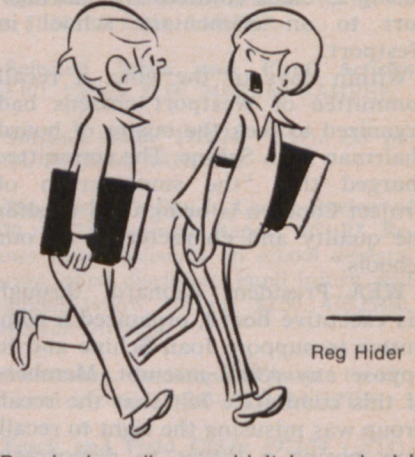
Where now for Black Studies? As you can see, the direction, often obscured by issues of the moment or localized concerns, is toward an adequate presentation of black history, culture, and literature in the classroom. Each teacher and student and, in the larger sense, each school district must continue to assert the concept of multiethnicity within the classroom. From experience with the many variations should come some central core of information regarding what is good and what is bad for certain occasions and places.

Actually, then, the field is still in the process of being defined. This is especially so on the college campuses where black faculty have been added at an increased rate in the last two years. A small group of faculty and students at UCLA's Center for Afro-American Studies have coined the term "afrology" as a synonym for Black Studies. By discussing this term, they hope to clarify the field of Black Studies.

Even though the strident voices have quieted and campuses around the nation have instituted programs in Black Studies, there is continued vigilance to ensure that the gains of the past are not lost. The survival of Black Studies is certainly ensured by the interest teachers are exerting in their respective classrooms and schools.

—**Arthur L. Smith,** *director, Center for Afro-American Studies, the University of California, Los Angeles.*

This is one in a series of articles presenting the "score" on various educational trends and programs.



Reg Hider

"Required reading wouldn't be so bad if it wasn't required."

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THE WAY TO SAY GOOD-BYE

(*Continued from page* 53)

miliar houses of our immediate neighbors, ones where we knew everybody including grandparents, we got to the houses where we didn't know anybody.

The going was getting rough. How good it was that I could be along to hold things together. I felt like a trail boss, keeping the people moving onward, to whatever their destiny might be.

In the distance I could hear the sound of morning traffic on the freeway, while high overhead a jetliner slipped almost silently across the sky. That was the way of it. The world went on, no matter what.

The closer we got to the bus stop, the more I could sense the situation deteriorating. Then, there we were at the telephone pole which marked the stop.

A small group of mothers stood back from the two lines of wild kids already waiting—pushing and jostling each other as they struggled for first position in line. Here was our girl's new world waiting for her.

For the older kids it was a time of joking. One big lug (he looked six and a half if he looked a day) was thumbing at the approaching big yellow bus as though to hitch a ride. Another shouted, "Here come de bus! Here come de bus!"

But for my little family, it was a time of parting. And then, just what I had been afraid of all along: Here came the tears. First they trickled, then they flowed. Next came the clutching, the clinging, the refusal to let go. But it couldn't last. It had to end. After all, life is made of partings.

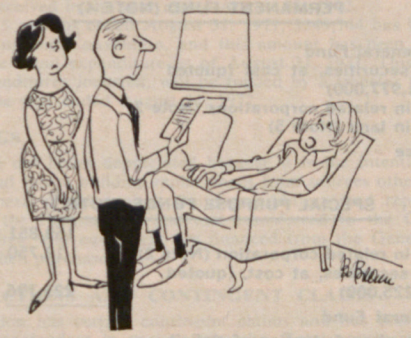
Then, abruptly, the break came. "Daddy, let go of me and stop that crying. I have to go now," said my first, my *only* girl—my *baby*.

And gaily, cheerily she skipped over to the line of bright, chattering children, and without taking the extended hand of the lady bus driver, stepped up into the bus, not even once looking back at me.

There it was. I had been right. She was becoming hardened already. You give them a sensitive child and they give you back a stranger.

Well, that was the rule: You had to let go. But as the bus roared away, I yelled after it, through my tears, "Be kind to her!"

Then I hurried away with what was left of my family. I figured I had better start to work right away getting my son ready to leave home. He had only two more years before kindergarten and I certainly didn't want him to go through what my girl had just endured. □



"I know I flunked four courses, Dad, but I feel I had to do *something* to protest our involvement in Southeast Asia."

SUMMARY FINANCIAL REPORT TO MEMBERS

To the Members of the
National Education Association of
the United States:

We have examined the accompanying financial statements, presenting in summary form the statement of assets, liabilities, and fund balances of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a District of Columbia corporation, not for profit) as of August 31, 1971, the related statement of General Fund income and expenses, the statement of sources and uses of General Fund cash and the statements of changes in the General Fund, Permanent Fund, and Special Purpose Funds for the 15 months ended August 31, 1971. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As stated in Note 3 to the accompanying financial statements, negotiations are in process with respect to the payment of certain 1971 dues of $2,070,700, and the Association has received a note for $464,000 from a state association covering unpaid 1970 dues. Pending the outcome of these negotiations and an evaluation of the ability of the involved state and local associations to pay the amounts due, it is not possible to form an opinion as to the collectibility of these amounts ($2,534,700).

In our opinion, subject to the effect on the statement of assets, liabilities, and fund balances and the statement of General Fund income and expenses of any losses that may be sustained in collection of the dues receivable referred to above, the accompanying financial statements referred to above present fairly in summary form the assets, liabilities, and fund balances of the National Education Association of the United States as of August 31, 1971, the General Fund income and expenses, the sources and uses of General Fund cash, and the changes in the General Fund, Permanent Fund, and Special Purpose Funds for the 15 months then ended, in conformity with generally accepted accounting principles, except that Special Purpose Funds are included on the basis of recorded cash receipts and disbursements rather than on an accrual basis, applied on a basis consistent with that of the preceding year.

ARTHUR ANDERSEN & CO.

Washington, DC,
October 12, 1971.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES, AND FUND BALANCES
AUGUST 31, 1971

GENERAL FUND

OPERATING FUNDS:		
Cash	$ 591,519	
Accounts receivable, including membership dues due over extended periods (Note 3)	5,640,516	
Investment in related corporation (Note 2)	50,000	
Due from Departments, National Affiliates, and Associated Organizations (Note 1)	109,976	
Due from Special Purpose Funds	199,778	
Other assets	272,488	$ 6,864,277
Operating liabilities	($4,325,301)	
Due to Permanent Fund	(2,115,796)	
Funds held in custodial capacity (Note 1)	(398,651)	(6,839,748)
Accumulated operating fund balance		24,529
FIXED ASSETS (at cost):		
Land	$ 2,197,130	
Buildings, not being depreciated (Note 7)	11,634,516	13,831,646
Fund balance		$13,856,175

PERMANENT FUND (NOTE 4)

Cash	$ 623
Due from General Fund	2,115,796
Investment securities, at cost (quoted market $1,977,000)	1,972,952
Investment in related corporations (Note 2)	205,000
Investment in land (Note 5)	777,841
Fund balance	$ 5,072,212

SPECIAL PURPOSE FUNDS (NOTE 1)

Cash	$ 159,851	
Investment in related corporation (Note 2)	12,750	
Investment securities, at cost, (quoted market $225,000)	223,796	$ 396,397
Due to General Fund		(199,778)
Fund balances after deduction of deficit balances in certain funds of $571,097		$ 196,619

STATEMENT OF GENERAL FUND INCOME AND EXPENSES
FOR THE 15 MONTHS ENDED AUGUST 31, 1971

Income:	
Dues	$25,503,181
Other, primarily advertising and publication sales and investment income	1,343,662
	26,846,843
Expenses:	
Official Bodies	867,184
Office of the President	109,644
Office of the Executive Secretary and Deputy Executive Secretary	1,352,429
Office of Assistant Executive Secretaries for	
Teachers Rights	2,065,787
Field Services	5,773,568
Government Relations and Citizenship	1,015,412
Communications and Public Relations	3,908,640
Professional Development and Instructional Services	2,004,949
Business Management	5,939,084
Research and Research Division	1,311,154
Association of Classroom Teachers	1,115,781
Administration	826,619
Miscellaneous	201,085
	26,491,336
Excess of income over expenses	$ 355,507

STATEMENT OF SOURCES AND USES OF GENERAL FUND CASH
FOR THE 15 MONTHS ENDED AUGUST 31, 1971

Cash balance at May 31, 1970	$ 385,734
Sources of cash:	
Increased bank borrowings	1,200,000
Net additional amounts borrowed from the Permanent Fund	232,930
Total sources of cash	1,432,930
Uses of cash:	
Cash used in operations (excess of income over expenses ($355,507) less noncash items of $711,498)	(355,991)
Advances to Special Purpose Funds	(501,988)
Net payment of expenses from funds held in custodial capacity	(284,505)
Other	(84,661)
Total uses of cash	(1,227,145)
Net increase in cash	205,785
Cash balance, August 31, 1971	$ 591,519

STATEMENT OF CHANGES IN THE GENERAL FUND
FOR THE 15 MONTHS ENDED AUGUST 31, 1971

	Operating Funds	Fixed Assets	Total
BALANCE (Deficit), May 31, 1970	$(330,978)	$13,558,050	$13,227,072
Excess of income over expenses	355,507		355,507
Transfer of building improvements, at cost, from Permanent Fund (Note 7)		273,596	273,596
BALANCE, August 31, 1971	$ 24,529	$13,831,646	$13,856,175

STATEMENT OF CHANGES IN THE PERMANENT FUND (NOTE 4)
FOR THE 15 MONTHS ENDED AUGUST 31, 1971

BALANCE, May 31, 1970	$ 4,275,522
Life membership dues	1,148,948
Transfer of building improvements, at cost, to the General Fund (Note 7)	(273,596)
Cost of Addresses and Proceedings	(78,662)
BALANCE, August 31, 1971	$ 5,072,212

STATEMENT OF CHANGES IN SPECIAL PURPOSE FUNDS (NOTE 1)
FOR THE 15 MONTHS ENDED AUGUST 31, 1971

BALANCE, May 31, 1970	$ 969,250
Cash receipts	4,442,363
Cash disbursements	(5,214,994)
BALANCE, August 31, 1971	$ 196,619

NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 1971

(1) BASIS OF PRESENTATION

The fiscal year of the Association has been changed from a year ended May 31 to a year ended August 31. The accompanying financial statements cover the 15 months ended August 31, 1971.

The Special Purpose Funds consist of funds restricted for specific projects and purposes. Generally, these Funds have income from sources other than NEA. These Funds are included on the basis of recorded cash receipts and disbursements and no determination has been made of the amounts of income and expenses accrued but not recorded as of August 31, 1971. Deficit balances in certain of these Funds as of August 31, 1971, are expected to be eliminated through receipt of subsequent payments on contracts, grants, or funding from the General Fund (see Note 6).

There are 35 Departments, National Affiliates, and Associated Organizations and 4 related corporations offering services to NEA members and to other educators, and operating separately and independently of NEA, except that NEA does act in a custodial capacity for certain of these organizations. The accompanying Statement of Assets, Liabilities, and Fund Balances includes the monies of these organizations which were held in a custodial capacity as of August 31, 1971, but the Statement of Changes in the General Fund excludes the income and expenses of these organizations.

(2) TRANSACTIONS WITH RELATED CORPORATIONS

The Association has made investments in Teacher Services Corporation (a related automobile leasing corporation) and Educators Fund Management Corporation (the manager of the NEA Mutual Fund) as follows:

	General Fund	Permanent Fund	Special Purpose Funds	Total
Educators Fund Management Corp.:				
Common Stock	$50,000	$ 30,000	$12,750	$ 92,750
Subordinated Notes	—	25,000	—	25,000
Teacher Services Corp.:				
Common Stock	—	37,500	—	37,500
Preferred Stock	—	112,500	—	112,500
	$50,000	$205,000	$12,750	$267,750

These corporations have a negative book value. However, in the opinion of the Association administration, the cost of these investments is recoverable.

The Association has guaranteed loans of $1,550,000 to Teacher Services Corporation (secured by automobiles) and other indebtedness of $300,000 as of August 31, 1971.

Teacher Services Corporation and the Association entered into an agreement with a commercial company whereby the company will conduct all future automobile leasing services offered through the Association. In consideration therefore, the Association will receive a commission for each new lease agreement entered into. All commissions received under this agreement will be recorded as a reduction in the Association's investment in Teacher Services Corporation. It is the intention of the Association to liquidate Teacher Services Corporation over the next two to three years.

The Association and Teacher Services Corporation have options expiring in 1974 to purchase 700,000 shares of Horace Mann Educators Corporation at a price of $10 per share. The options were received at no cost in exchange for an agreement to use the Horace Mann Group of insurance companies for the Association's tax-sheltered annuity program.

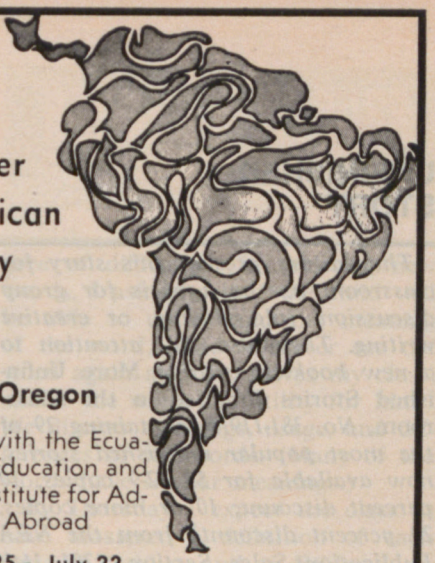
Horace Mann Educators Corporation stock is listed on the over-the-counter exchange and has only limited trading. For this reason the quoted market price ($11 per share at August 31, 1971) is not necessarily realizable for the shares under option.

(3) MEMBERSHIP DUES DUE OVER EXTENDED PERIODS

The following amounts represent current NEA membership dues collected by the identified state and local associations but not remitted to NEA in the normal manner.

	1970 Dues	1971 Dues	Total
New York State Teachers Association	$ —	$ 519,600	$ 519,600
California Teachers Association-Southern Section	464,000	1,310,100	1,774,100
United Teachers of Los Angeles	—	241,000	241,000
	$464,000	$2,070,700	$2,534,700

The California Teachers Association-Southern Section has signed a note covering 1970 dues, due in annual installments through 1975. Negotiations are in process with respect to the payment of the 1971 dues.



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1972 SUMMER SESSION
UNIVERSITY OF OREGON

(4) PERMANENT FUND AND LIFE MEMBERSHIP DUES

The Permanent Fund consists of permanent investments of the Association, together with any other funds received by gift, bequest, devise, or transfer for deposit to the Permanent Fund. The Permanent Fund may not be expended or otherwise transferred, except by the approval of the Executive Committee, the Board of Directors, and a two-thirds vote of the Representative Assembly.

Life membership dues are recorded when received. All collections are recorded as Permanent Fund income, except that the amount equal to current annual membership dues is credited to the General Fund. For the 15 months ended August 31, 1971, life membership dues of $2,088,000 were credited to the General Fund.

As of August 31, 1971, there was approximately $17,500,000 in uncollected life membership dues. This amount has not been recorded in the accompanying financial statements, since it is not possible to estimate the amount which will ultimately be realized.

(5) INVESTMENT IN LAND

The NEA purchased approximately 27.8 acres of land in Reston, Virginia, as its share of a total of approximately 54.8 acres purchased by certain national affiliates and associated organizations.

(6) CONSTITUTIONAL CONVENTION

As a result of a decision by the Representative Assembly, a Constitutional Convention was called, and met in the 15-month period ended August 31, 1971. In its decision, the Representative Assembly stated that expenses incurred in connection with the Convention were to be funded from anticipated income to be received in the year ended August 31, 1972.

During the 15 months ended August 31, 1971, $349,744 has been expended for the Constitutional Convention, and this amount has been recorded as a Special Purpose Fund expenditure as of August 31, 1971. This amount, plus additional expenditures incurred, will be funded by a transfer from the General Fund in the year ended August 31, 1972.

(7) BUILDINGS

Buildings are not being depreciated because it is the intention of the Association to fund future building replacement from sources other than current income or General Fund capital. Building additions and replacements are financed from the Permanent Fund and transferred to the General Fund. Furniture, fixtures, and equipment are financed from the General Fund and are expensed when purchased.

(8) LEGAL ACTIONS AND CONTINGENT CLAIMS

The Association has certain contingent claims and has been named as a defendant or codefendant in various lawsuits. Total contingent claims and damages exceed $2,500,000. In the opinion of the Association's counsel, ultimate liability is significantly less than the amount claimed.

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a new booklet, entitled More Unfinished Stories for Use in the Classroom, *No. 381-11976, containing 29 of the most popular unfinished stories, now available for $1 (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.*

What Should Reggie Do?

Reggie walked down the hall and into his classroom. He noticed that Tommy Arrow, the new Indian boy at their school, was already there. Reggie looked in Tommy's direction and waved a greeting, but Tommy looked straight ahead. Then Reggie said, "Hey, Tommy, I want to tell you something," but Tommy acted as if he hadn't heard a word.

The trouble had started the day before when Reggie couldn't find the dollar bill he had put in his coat pocket. When he mentioned this to the boys who were in the coatroom with him, one of them said, "I bet Tommy Arrow took it."

"Yuh," another boy agreed. "My dad says Indians are likely to steal everything in sight."

Reggie had never heard that about Indians before, but when Tommy appeared in the doorway, Reggie blurted out, "What did you do with my dollar?"

"You're just an Indian thief!" another boy shouted as the bell rang and they all started back to their classroom.

That was when Reggie saw his dollar bill lying on the floor folded up in a little square. Evidently it had fallen out of his pocket.

Reggie had felt too ashamed to say anything to Tommy the day before, and now Tommy obviously wouldn't listen to an explanation of why his classmates had been so quick to accuse him. How could Reggie make it up to Tommy—a lonely new boy whom he had treated so unfairly?

What should Reggie do?

Thoughts To Think Aloud:

1. Why were Reggie and his friends so quick to blame Tommy Arrow?
2. What is prejudice? Can people overcome it?
3. Do you think Reggie's teacher could help solve his problem? What could she do?
4. If Tommy had accepted Reggie's apology, do you think anything more needed to be done? Explain.

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Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Learning About Others

One of the most rewarding units my children study each year is Learning About Others. We discover that each one of us has unique characteristics.

Two years ago one of my pupils had difficulty getting around because he was physically impaired in one leg. The other pupils learned to understand his needs and to help him when necessary, but they were careful not to overprotect him.

The children's interest extended beyond their fellow classmate. They decided to visit the local Cerebral Palsy Center and put on a program for the younger children there. When it was over, they remained to play ball with the youngsters.

In another part of our unit, we put on a play for the preschool trainable retarded class. I took three groups to special education classes as well as to homes for children who are moderately to severely handicapped. Not one of my children failed to understand or accept these youngsters.

Our unit closed with the presentation of a Christmas play at the geriatrics home. The children are still visiting the friends they made through all these activities.

—Tony Di Paolo, *second grade teacher, Tates Creek Elementary School, Lexington, Kentucky.*

Word Game

As soon as your children can recognize a few words, give them pages from old magazines or newspapers and have them find and underline words they know. When a child has found a few words, you might paste a star at the top of the page to acknowledge good detective work. Later on, your children will find entire sentences they can read.

This activity helps children become aware of the significance and importance of printed matter. They see that familiar words are used in many places other than in their basic reading text.

—Genevieve Bylinowski, *first grade teacher, Kings Road School, Carpentersville, Illinois.*

Flick the Light

I got the immediate attention of my children and saved wear and tear on my vocal chords simply by giving the classroom light a quick flick.

—Harry J. Sharkey, *assistant principal, Rolling Knolls Elementary School, Annapolis, Maryland; former sixth grade teacher.*

Vocabulary and Spelling

Each year as soon as 80 percent of the class is consistently scoring 90 percent in the regular spelling workbooks, I switch to dictionary words.

Every Monday I introduce from 10 to 15 new words, depending on the degree of difficulty. (In selecting new words, I ask myself if the child will be able to understand the meaning of the word, if he will ever see the word again after he leaves my class, and if the word has utility for him.) We discuss meanings, usage, and differences of the words. (Many of the words have similar meanings.)

By Thursday I expect the class to have mastered a definition of each word in the list, and on Friday I expect them to spell the words correctly.

This method has worked with third, fourth, and fifth grade classes. Most pupils are delighted to learn new words that adults know and use.

—Michael Wayne Moilanen, *fourth grade teacher, Silver Lake Elementary School, Pontiac, Michigan.*

Orientation

One method of orientation used at our school is a regularly featured

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column in the school newspaper. In this column, called "Guidelines," the school guidance coordinators announce test dates, vocational speakers, college representative visitations, registration information, and so on. The column also describes the counseling service and the counselor's role and explains how to use the service. "Guidelines" makes the students aware of what guidance and counseling can do for them.

—Elwood Beehler, *guidance coordinator, Sahuaro High School, Tucson, Arizona.*

The Paycheck Pays Off

My fifth grade classes learn social studies by using a tool from the world of work—the paycheck.

Each student receives a different paycheck (facsimiles provided by me), which he will use to pay his hypothetical bills. When he looks at his check after deductions (federal income tax, state tax, social security, pension plan, medical insurance, etc.), his reaction is "Wow! Why don't I get the full amount?"

This launches us into a discussion of taxes: Why do we have them? What are they used for? How are they collected? Why does one person pay more than another? This leads to other concepts: skilled labor versus unskilled, supply and demand, inflation, wage and price control.

Following the children's discussion of what they receive after deductions, we look at the subject of retirement. Discussing retirement at age 12—how ridiculous! But is it? They bring up such questions as Will I have enough to retire on? Will I have to go on welfare? Will my retirement income meet rising inflation? Will I be able to provide my children with college educations? Will I be able to acquire adequate housing?

We then look at medical insurance, such as Blue Cross and Blue Shield. Is the coverage they provide enough for hospitalization or for long-term illnesses? We also discuss Medicaid, Medicare, other health plans, welfare plans, insurance plans, profit sharing, annuities, and so on.

The children tabulate heating bills, phone bills, electricity, rent, mortgages, clothing, food, car and gas expenses and learn how much they can really afford in the way of luxuries.

After a discussion of all these factors that affect our lives, the class members have a real understanding of how far they have to stretch their dollars.

—Richard K. Cashman, *teaching principal, Anna Ware Elementary School, Plainville, Massachusetts.*

Language Booth

One of my successful gimmicks for encouraging written language is a three-sided booth or carrel of strong cardboard with a shelf that is the proper height for writing. The cardboard booths used in polling places are ideal.

On the outside of our booth there is an animated clock face that says, "Time on Your Hands? Why not: (a) write a story; (b) write a poem; (c) make a crossword puzzle; (d) pick a special topic (social studies or science) and make a report for the class."

A file inside the booth provides word lists, story titles, story plots, story beginnings, story endings, writing paper, "crossword puzzle paper" (paper ruled into half-inch squares, which may be made or purchased), and a collection of interesting pictures. Children often contribute good pictures that can be laminated. A change of pictures and materials in the file creates continuing interest. On a table near the booth are dictionaries, riddle books, and several books of poetry.

In a folder labeled "First Drafts," the children file their stories, riddles, poetry, and reports. I read the first draft and return it to the author's folder without comment. He waits a day or so and then makes any corrections that he can. I then go over his paper, after which he writes a final draft.

This plan has several advantages.

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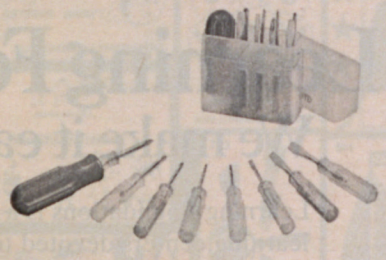

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The children can write their first drafts without worrying about spelling, punctuation, or usage, And when they wait a few days before rereading their work, they are better able to detect errors. The plan also gives me opportunities to tailor language lessons to fit individual needs.

Late Friday afternoons we have a story reading time that is extremely popular, because the emphasis is on stories written in the language booth. A further reward for authors is having stories published in our school paper.

—Irene M. Spensley, *former fourth grade teacher, Oakton School, Evanston, Illinois.*

Dictionary Detectives

Dictionary skills become a breeze after a few games of what I call "Dictionary Detectives."

Students pair up and work together to "uncover the mystery." I ask a question about a word or words that I am fairly sure they won't know. Their job is to locate the words and find the answers to the questions.

The game forces the children to use the skills of alphabetizing, discriminating between word meanings, using cross references, interpreting questions, and drawing conclusions, besides helping to develop their vocabularies—and all for fun.

We keep a record of the pairs who are first to uncover the mysteries, and at the end of each month, we honor the best Dictionary Detectives of that month. The children often practice locating words in their spare time so they can be more adept at the game.

—Nancy L. McKnight, *fourth grade teacher, O. H. Somers Elementary School, Mogadore, Ohio.*

Spelling Bee

In the traditional spelling bee, the best spellers get the most practice. Those who "go down" first are usually not interested enough to learn very much from hearing the other people spell. If the contest continues for very long, these pupils become restless and actually gain nothing.

In my class, we have worked out a method to have the fun of the old spelling bee and at the same time give those who need it plenty of practice.

We begin by choosing up sides as usual. The children know who the good and the poor spellers are so each team ends up with an equal number of all kinds of spellers. Those who spell a word incorrectly go to the "Penalty Box" instead of being seated. The Penalty Box is just a designated area on one side of the room where the teams are not standing. Sometimes several people end up in the Penalty Box because they missed an especially difficult word. Even the best spellers land there once in a while. When this happens, all the children in the room get a special kick out of it.

After every person on each team has had one word to spell, we direct our attention to the Penalty Box. If a student there spells the word given him correctly, he returns to his regular place on his team. If not, the next person in the Penalty Box has a chance to spell the word.

Sometimes no one in the Penalty Box can spell the given word correctly, in which case, the captain of one of the teams spells the word aloud and writes it on the board. We proceed with just those in the Penalty Box until each person there has spelled a word correctly and has returned to his team or until a person has had a chance to spell five different words. One who misses on five tries must remain in the Penalty Box.

We then start with the captains again, give each person on each team a chance to spell, and then return to the Penalty Box to restore these pupils to their teams if possible. With this method, the poorer spellers have a chance to try spelling between two and five times as many words as the good spellers. There is always an air of eager excitement with this, which keeps all of the children interested.

Even the very poor spellers like the game and study diligently so they won't have to spend all their time in the Penalty Box.

In our spelling bees we can't judge the success of a team by the number who remain standing, so I announce in advance at what time the contest will end. The team with the fewest in the Penalty Box at that time wins.

—Virginia Elliott, *fourth grade teacher, Adobe Acres Elementary School, Albuquerque, New Mexico.*

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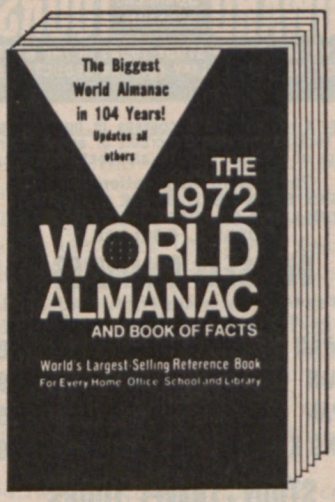
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HUMAN RELATIONS DAY
January 15, 1971

American Negro Folktales. Introduction, stories, and notes. Includes animal and bird stories, "Old Marster and John," "Colored Man and White Man," "Protest Tales," "Scare Tales," "Lying Tales," "Preachers." 1967. 379 pp. 95¢. Fawcett World Library, 1515 Broadway, New York 10036.

Bibliografia. Bibliography on Mexican Americans. Contains listings on the arts, distinguished personalities, history, and Mexican American life today. 1970. 24 pp. Single copy free while supply lasts. Houston Independent School District, 3830 Richmond, Houston 77027.

Black Americans, A Chartbook. Notes and charts about migration and population, employment and unemployment, income, poverty, family, health, housing, crime, citizenship, and projections. U.S. Department of Labor. 1971. 141 pp. $1.25. Stock No. 2901-0650. Supt. Doc.

Catalog of Books. Lists easy-to-read black, Spanish, and bilingual materials. 1971. 12 pp. Free. New Dimensions Publishing Co., Inc., 151 W. 25th St., New York 10001.

Famous Indians. Collections of short biographies—22 vignettes of the great chiefs and others who made significant contributions to American history. 1966. 47 pp. 35¢. Cat. No. I 20. 2:IN 2/26. Supt. Doc.

The Fighting Congressmen. Story of Thaddeus Stevens, Blanche Bruce, Hiram Revels, and James Rapier—one white and three black Reconstruction legislators who fought for equal rights for black and white. Elementary and junior high school level. One of the Firebird Books, a multiracial book program spotlighting significant events in American history with related biographies. 1971. 111 pp. $1.24 (paperback). Scholastic Magazines and Book Services, 900 Sylvan Ave., Englewood Cliffs, NJ 07632.

The Freedom Climb. A chronology of more than 400 years of history in America of the Afro-American's heroic struggle to

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Indians of the Great Lakes Area. One of a series of booklets devoted to the history and progress of Indians in a particular state or region. 1966. 24 pp. 15¢. Cat. No. 120.51:G 79. Supt. Doc.

Mexican American Education Study. Report 1: Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest. Based on data gathered by the U.S. Department of Health, Education, and Welfare and information collected by the U.S. Commission on Civil Rights. Describes the participation of Mexican Americans in education as pupils, teachers, and school administrators and the extent of their isolation from their Anglo counterparts. Also includes maps, charts, and graphs. April 1971. 104 pp. $1. Cat. No. CRI.2:M 57/3 pt. 1. Supt. Doc.

The Mexican American: A Selected and Annotated Bibliography. Includes listings of books, magazine articles, and unpublished doctoral dissertations on such topics as anthropology, education, law, political science, and sociology. 1971. 162 pp. $2 plus 35¢ postage. Stanford University Bookstore, Stanford, CA 94305.

No Crystal Stair. A Bibliography of Black Literature. Lists significant books published since 1965, as well as classic titles from earlier years. Includes references, history, the contemporary scene, literature and the arts, religion, education, and sports. 1971. 63 pp. $2. Office of Adult Services, New York Public Library, 8 E. 40th St., New York 10016.

Voices from Women's Liberation. Selections by Abigail Adams, Susan B. Anthony, Elizabeth Stanton, Mary Ann Weathers, La-Neeta Harris, and others about jobs, politics, marriage, child raising, racism, sexism, and other active fronts in the war for liberation. 1971. 44 pp. $1.50. A Signet book from The New American Library, Inc., 1301 Ave. of the Americas, New York 10019.

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AFTER ALL

□ **"What's become of Betsy Evans?"** a *Journal* reader asked us recently. "Wonder what she thinks about today's young people."

To those hundreds of thousands of you who have joined the profession within the past decade and a half, Betsy's name won't mean a thing. But you who were teaching in 1955 may perhaps remember her "In Defense of My Generation," which appeared in the *Journal* for March of that year. You may even be among the many who wrote in to comment on this article by an Akron, Ohio, high school senior.

"I am 17. Have you raised your eyebrows? Relax. I've never set a fire, robbed a gas station, or beaten a defenseless old man. In fact, I don't even know anyone who has.

"But every year a million American teen-agers . . . are in trouble with the police." So began Betsy's article.

After analyzing why "just *living* in the second half of the twentieth century . . . has already proved too much for a million . . . teen-agers," and granting that "there will be more who will fail in the years ahead," she asked:

"What's the answer? What will determine the kind of men and women we'll be and the kind of world we'll make? What is it that our generation needs above all?" and concluded:

"Well, I haven't taken any surveys or written any books or formed any committees. But I am 17. I know what our generation needs, what we need more than laws or courts or recreation centers, more than better schools or better entertainment or better discipline—no matter how much we may need all of those.

"We need someone to believe in us."

Every so often since her article appeared, teachers have inquired about the teen-ager who spoke on behalf of her generation. The latest inquiry prompted us to get in touch with her—something that proved difficult to do. We knew that she had taught in high school for a year or two after graduation from college, but we didn't know her married name or her present address.

Information obtained through Akron teachers enabled us to locate her in Baltimore—the civic-minded wife of John Toland, head of the Sociology Department at Towson State College, and mother of three boys and a girl.

Daughter Jody was celebrating her eighth birthday the day we telephoned. Although Betsy considered herself more expert at baking birthday cakes than at reacting to today's young people, she did agree to send us a brief statement from the vantage point of 17 plus 17. We share with you her manuscript, which arrived today:

"It is 17 years since I was 17. Now the editors of *Today's Education* have asked me what I think of kids today and how the class of '72 compares with that of '55.

"They're alike, and they're different. The similarities probably outnumber the differences; growing up can't have changed all that much in 17 years. But the differences are more interesting.

"Back in the 50's, we wore a lot of charcoal gray. It suited our generation. We blended in. We weren't always happy about it, but we didn't think we had any choice.

"Teen-agers today are far more numerous than we were, and more colorful. True, they didn't invent blue jeans and *Superstar* and a lot of other aspects of the youth culture, but they've made the most of them. In other words, they've found an alternative to blending in.

"I have the impression that kids today are somewhat more skeptical than we were, less inclined to accept and believe. For one thing, they've grown up with television, complete with commercials. Television commercials make skeptics out of most children by the time they're 9 or 10.

"Then, a lot of adult assumptions that seemed pretty stable in the 50's were badly shaken up in the 60's. We went to the moon, and it wasn't as satisfying as we'd expected. We waged a war, and it wasn't as right as we'd thought. Kids finding their parents' myths thus flawed had to wonder whether they were worth preserving at all.

"Not that teen-agers today are a generation of cynics. They entertain plenty of myths of their own. Still, I think they are probably a little wiser and a little cooler than we were as kids in the 50's.

"I was rather defensive when I was 17, but I don't think my generation had to bear as much mistrust and hostility from its elders as kids have to contend with today. Maybe it's just that there weren't so many of us. Maybe it's because we were charcoal gray and didn't ask too many tough questions.

"Maybe the reason is that a lot of teen-agers today choose to exercise freedoms we never even thought of. I mean personal freedoms, more than political. More power to them. Perhaps the best thing about being 17 today is the wealth of available choices, the engaging number and variety of roads ahead."

Today's Education is considering carrying a regular page in which youth of high school and college age have a chance to interpret their generation as Betsy Evans did hers. Please encourage students who express their views convincingly to send them directly to Section Y, Today's Education, 1201 16th St., N.W., Washington, DC 20036.

Views on what? On what's wrong (or right) with today's schools; the country and the world; local, state, national, or international leadership. On personal problems facing teen-agers. On youth-adult relationships. On whatever they feel strongly about.

We want the young people to express their own uncensored prejudices, beliefs, and ideals. We hope some of the statements will shock teachers and editors, but the writers must understand that "to shock adults" is not synonymous with "to communicate with adults."

We can't promise to use all or even most of what comes in, nor can we acknowledge or return manuscripts. We do, however, commit ourselves to study every article carefully. *If* we receive a supply of thoughtful, provocative, well-written statements, ranging in length from 40 to 400 words, we'll launch the series. If the yield is too small for this purpose, we'll quote excerpts in "ZIP Code 20036."

Meanwhile, do pass along this information to clear-thinking, articulate young students, and let's see what happens. □

It took project engineer Doug Mark nearly 80 hours to walk around a barrel.

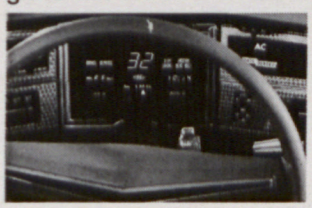
And he isn't even tired. "Walking around the barrel" is physics jargon for the ancient craft of hand-grinding optical lenses. Doug is an amateur astronomer who believes in do-it-yourself telescopes.

With a Master's Degree in Electrical Engineering, Doug Mark is a project engineer at the research laboratory of AC Spark Plug Division in Flint, Michigan.

At AC, he just completed work on a futuristic "Data Center Car" that employs a unique concept in instrument panel design. All information normally found in the panel is seen in lighted digits, rather than conventional needles and gauges.

The experimental car has remote control doorlocks, plus an advanced electronic system that provides braking and acceleration controls and also makes possible automatic service checks on the vehicle.

Doug has been an amateur stargazer since youth, but just recently became interested in making his own telescope. Although he expects to purchase some finished parts, Doug says the most difficult task is "walking the barrel" to grind the lens.



This consists in slowly rotating the rough lens around a barrel-like apparatus that holds a fixed abrasive. Angles and refracting properties must be calculated beforehand to assure the exact optical characteristics desired. He estimates it will take nearly 80 man-hours just to finish the lens.

Doug Mark is typical of the diversity found at GM. We think he illustrates the point that it takes more than engineers to make a corporation work.

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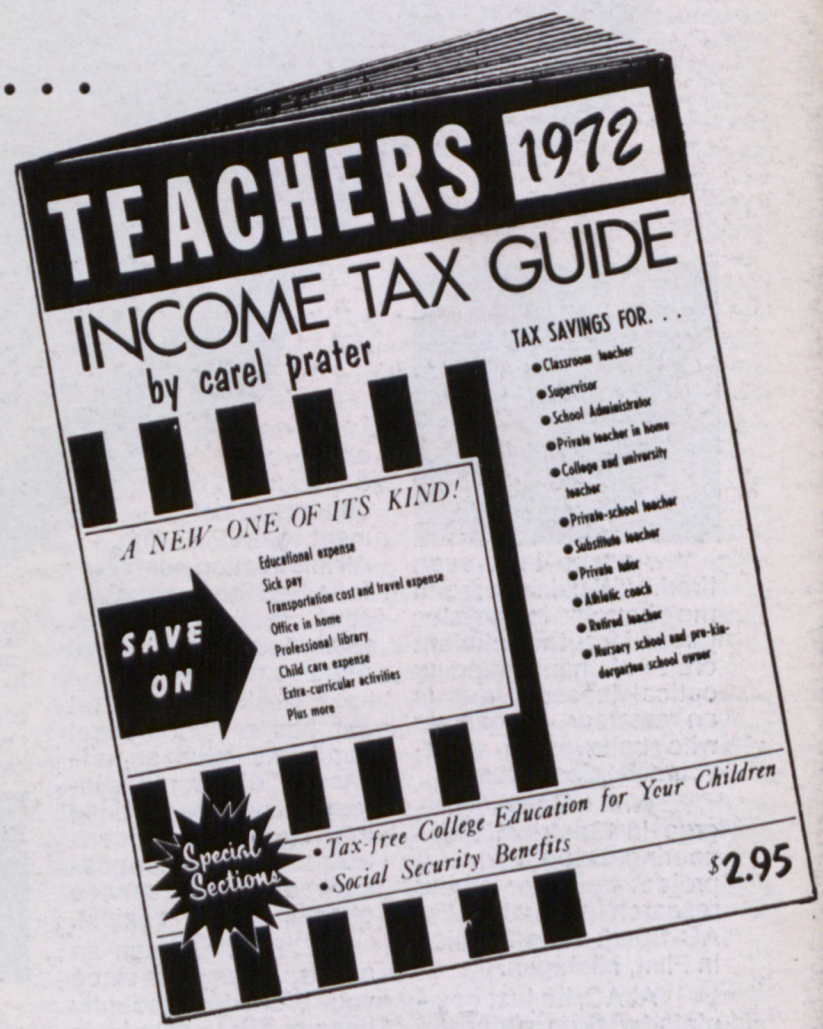

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